

**LEADERSHIP STYLES EMPLOYED BY HEADS OF DEPARTMENTS AT A
TVET COLLEGE IN THE LEJWELEPUTSWA DISTRICT, FREE STATE PROVINCE**

by

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I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

19/12/2019

DATE

DEDICATION

This dissertation is dedicated to the following people: my loving husband, Lehlohonolo Mvimbe, thank you for your overall support and patience from the beginning of my studies. At times, you took my motherly role without complaining. To my beautiful children, Tshimoloho and Buhlebendalo, I can never repay you for the time that I have stolen from you while I had to go to the 'big school', even on weekends, to conduct my research. I hope one day you will realise that it was all for you.

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SUMMARY

Heads of departments (HoDs) in TVET colleges perform a variety of tasks which include curriculum changes, conducting lecturer evaluation, recommending employment of new lecturers and staff, maintaining proper records about staff and students, organising departmental meetings and social gatherings, etc. Their responsibilities are also further compounded by some of the delegated duties from senior management of the college. In this regard, an HoD leadership style becomes an important factor that contributes to effective leadership of the department. Therefore, this study explores leadership styles exhibited by HoDs, as leaders in their own space in the TVET colleges. This qualitative study involved eight lecturers and four HoDs. The participants were purposively selected from two campuses in one TVET college in the Free State province.

Research questions focused on how the HoDs perceive their leadership styles, how do lecturers perceive the leadership styles of HoDs, and what kinds of strategies are recommended to advance effective leadership styles of HoDs in TVET colleges. The findings indicate that HoDs at this particular TVET college need proper induction and intensive training on four management functions, namely Planning, Leading, Organising and Controlling. Although the majority of HoDs seem to be using democratic leadership styles, lecturers reporting to them are not entirely satisfied as they feel that they are not included in the decisions that affect them in class. Recommendations to remedy or improve the situation are provided including issues to consider for further research.

KEYWORDS:

Leadership, Leadership styles, Leadership theories, Effective management and Management roles, TVET colleges.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

DHET	Department of Higher Education and Training
FS	Free State
HOD	Head of Department
ICASS	Internal Continuous Assessment
IT	Information Technology
NDP	National Development Plan
NGP	National Growth Plan
PAM	Personnel Administrative Measures
TVET	Technical and Vocational Education and Training

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 ORGANISATION OF THE CHAPTER

The introduction and background of the study foregrounds this chapter and is followed by the problem statement, the purpose of the study, and the significance of the study. The reader is introduced to the primary research question followed by the sub-questions. The conceptual framework that underpins the study, and its relevance, is discussed. The research paradigm, data collection and analysis are also discussed. A definition of the terms is provided and the limitations of the study are clearly outlined. A summary and a description of the dissertation conclude chapter 1.

1.2 INTRODUCTION AND BACKGROUND OF THE STUDY

The White Paper on Post-School Education (RSA, 2014) highlights the significant role of the Technical Vocational Education and Training or TVET colleges (formerly known as Further Education and Training or FET colleges). TVET college systems and transformation over the years have been based on the perceived role of economic and human development (Tikly, 2013). TVET colleges' role is also further articulated in the National Development Plan (NDP), New Growth Plan (NGP) and Green Paper (NPC 2012; EDD 2011; DHET 2012). In order to achieve goals and objectives stated in those documents, TVET colleges require strong leadership, institutional support, performance and accountability frameworks. This is also supported by Gratton (2000); Ito and Brotheridge (2005) who argue that for organisations to obtain a competitive advantage over their opposition, they need to focus on enhancing the skills and knowledge of their current workforce and leadership. TVET colleges are led by managers who should have competencies such as a body of knowledge, skills and abilities required to position these colleges so that they become institutions of choice.

TVETs were purposely established by the South African government as a way of bridging the skills gaps that South Africa has been facing in areas such as engineering

and construction, tourism and hospitality, general studies and management studies (White Paper, 2013). Although TVET colleges have tried to assist with skills development amongst unemployed youth, they have encountered challenges ranging from service delivery to basic management principles.

One problem in the operation of TVET college leadership and management is the lack of competent managers who can turn the ailing sector around. A competent manager should ensure that lecturers and students have materials and equipment required to carry out their duties, to ensure people are encouraged to perform optimally. Managers should avail opportunities such as continuous professional development for lecturers and also value and nurture the work of every employee. Therefore, leadership becomes a critical area in this regard.

In an environment like the one where the TVET sector is faced by a number of challenges, there is a dire need for visionary leaders with adequate leadership skills and capabilities of meeting the challenges and opportunities that exist in the workplace, and that are intended for promoting the change needed for developing and maintaining the competitive edge. Therefore, it is more crucial that leaders of the highest merits are identified, developed and sharpened to lead TVET institutions.

Dhar and Mishra (2001) suggest that the attitude of followers is an essential factor in determining whether a leader is effective or not. Comparably, Hooijberg and Choi (2000) suggest that perceived leadership effectiveness is closely associated with leaders' success in organisations, their performance and capabilities to be role models. The field of education should respond as agents of change in society. Therefore, institutions of higher learning need to address change. Managers, administrators and college leaders need to govern change with strong leadership. In this regard, an effective leadership is perceived as a strategy that can enhance the effectiveness of an organisation. Thus, a leadership style plays a vital role. A leader's style has an impact on the organisation he or she leads.

1.3 RATIONALE

This study aims to investigate the leadership style exhibited by HoDs, as leaders in their own space in the TVET colleges. HoDs are expected to provide leadership in areas assigned to them either by the principal or campus managers of the TVET college. The Personnel Administration Measures (PAM, 2016) clearly outlines the roles and responsibilities of HoDs in the public institutions. The HoDs in TVET colleges do not only assist the campus managers with the day-to-day running of the college, but most importantly, deal with lecturers who report to them as well as the students (PAM, 2016). Some of these roles are department-based while others are administrative and managerial. As a lecturer in one of the TVET colleges, the researcher has observed how a leadership style employed by an HoD influences the work environment and the behaviour of followers (lecturers).

1.4 PROBLEM STATEMENT

The success of institutions of higher education and training depends greatly on the academic departments. They are established to develop, preserve and transmit knowledge. Research has shown that the success of each HoD is weighed by the success of their departments (Coats, 2000). This assertion is also alluded to by Hashim, Mohamad, Jidi, Abidin and Junoh (2010) who indicate that the weaknesses of HoDs in executing leadership in the lifelong learning tasks cause difficulties to the staff, to a point where pressure is created on the leadership in the lifelong learning of the HoDs, including the job itself.

Bowman (2002) and Williams (2001) add that the quality of each department is directly influenced by the HoDs since they are the first-line leaders. Similarly, HoDs possess the ability to direct human resources (lecturers) towards the strategic objectives of the organisation and ensure that organisational functions respond to the external environment. As indicated in the rationale for the study, HoDs perform a variety of tasks, including curriculum changes, conducting lecturer evaluation, recommending the employment of new lecturers and staff, maintaining proper records about lecturers, staff and students, organising departmental meetings and social gatherings (Thomas and

Schuh, 2004). In addition, HoDs play a significant role of overseeing the change process in their departments (McArthur, 2002). Their responsibilities are also further compounded by some of the delegated duties from senior management of the college. In this regard, an HOD's leadership style becomes an important factor that contributes to the effective leadership of the department.

Hardman (2011) argues that a leadership style of the HoD may develop an environment that builds or destroys departmental capacity. Consequently, the improvement of lecturers' capacities is directly related to the HoDs' leadership style, which supports them professionally. Hence, Certo and Certo (2006) define a leadership style as the type of behaviour exhibited by a leader in his pursuit to guide organisational members in a suitable direction. A leader's style is a craft that is developed over time due to experience, education and training.

For many years, scholars have tried to find a link between a leader's style and effectiveness (Dessler, 2004). Transformational leadership has proven to be an effective leadership style in leading organisations towards change (Felfe and Schyns, 2004). Boateng (2012) proposes that transformational leadership is characterised by four categories which include *charisma* that involves a follower's respect and trust for a visionary leader; *inspirational motivation* which involves using symbols or emotional appeals to gain support for the vision; *intellectual stimulation* which deals with encouraging followers to think about old problems in new ways; and *individual consideration* which reflects the personal concern expressed by the leader for the follower.

However, there is a knowledge gap in educational research studies on the leadership styles exhibited by the HoDs in the South African TVET colleges sector. Given the important leadership roles that HoDs are expected to exhibit in their own space, this study therefore attempts to shed light in this regard.

1.5 SIGNIFICANCE OF THE STUDY

The findings of the study can provide the officials with data concerning the current leadership practices of the HoDs in TVET colleges, and how their styles impact on the staff's effectiveness and morale. Furthermore, it is believed that the results of the study can provide guidance to HoDs to re-evaluate their leadership styles in order to create conducive working environment for the people whom they lead.

1.6 AIM AND RESEARCH QUESTION

1.6.1 Aim of the study

The study aims to explore the leadership styles employed by HoDs at a TVET college in the Lejweleputswa district in the Free State (FS) province.

1.6.1.1 Objectives of the study

- To establish how do heads of departments (HoDs) understand their respective roles
- To establish how HoDs perceive their leadership style
- To establish how do lecturers perceive the leadership styles of HoDs
- To establish the kinds of strategies can be recommended to advance effective leadership of HoDs in TVET colleges

1.6.2 Main research question

What type of leadership styles are employed by HoDs in a TVET college in the Lejweleputswa district in the Free State province?

1.6.2.1 Sub-questions

- How do heads of departments (HoDs) understand their respective roles?
- How do HoDs perceive their leadership style?
- How do lecturers perceive leadership styles of HoDs?
- What kind of strategies can be recommended to advance effective leadership of HoDs in TVET colleges?

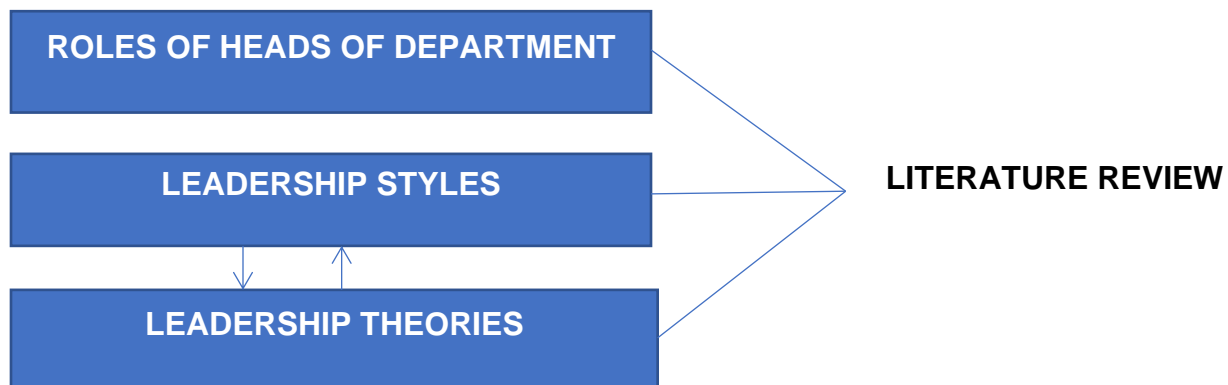
1.7 CONCEPTUAL FRAMEWORK

The following section provides a discussion on the concepts that guide the researcher in finding the answers to the research questions.

In reviewing the available literature, different concepts emerge. For the purpose of this study, focus was set on the following concepts: The concept leadership, models of HoD leadership, leadership styles, leadership theories and the role of HoDs.

This provided guidance for data collection and analysis.

Figure 1.1: Conceptual framework for the study



The concepts that make up the proposed conceptual framework (Figure 1.1) are discussed in detail in chapter 2.

1.8 PHILOSOPHICAL PERSPECTIVE AND RESEARCH PARADIGM

This section provides a summary of chapter 3, giving a brief overview of the study design and methodology. A researcher's philosophical perspective may be hidden in research but in most cases informs and influences the research undertaking (Creswell, 2014). And this set of beliefs that guide a researcher's action in relation to the study is referred to as paradigm (Creswell, 2014). The assumptions that underpin this study are that of interpretive paradigm because the researcher intends to understand the leadership styles employed by HoDs in TVET colleges. In interpretive paradigm, the researcher seeks to build an understanding around people's experiences through

interaction and listening to what they have to say. According to Cohen, Manion and Morrison (2011) interpretive paradigm deals with understanding the subjective world of human experiences. Cohen *et al.* (2011) argue that the researcher must try to understand the people under the study from within in order to maintain reliability of what is studied. The interpretive paradigm is found relevant for this study as the study seeks to investigate the leadership styles employed by HoDs in TVET colleges. In fact, the researcher intends to understand the particular problem from the point of view of the participants, about how they perceive the leadership style exhibited by the HoDs in the selected TVET college.

1.9 RESEARCH DESIGN

The researcher used qualitative research design in order to understand facts, make meaning of reasons and the motive given of why things happen. Qualitative research focuses on understanding the meaning, experience, and perceptions that link to people's daily living (De Vos, 2002). Cooper and Schindler (2012) further explain that qualitative research seeks to understand the how and why a particular phenomenon happens.

Qualitative research enables the researcher to explore wide dimensions of social, everyday life, the understanding, experiences and imaginations of research participants. In this study, the researcher has selected a qualitative case study approach which uses in-depth interviews generated from the topic. So, here the researcher intended to understand the particular problem from the point of view of the participants about the perceived leadership styles employed by the HoDs. The approach that the researcher used in this study is also supported by Creswell (2009) who states that qualitative case study approach refers to a methodology in which researchers explore and understand the meaning that individuals or groups attribute to a social problem.

1.10 POPULATION AND SAMPLING

Purposive sampling was employed to select the participants in this study. Purposive sampling is a technique that involves selecting rich participants from a population in order to gather detailed data on the research topic (McMillan and Schumacher 2010). The participants in this study were identified from two campuses in one college. The participants include four HoDs from the Business Studies and Engineering campuses as well as eight lecturers reporting to the selected HoDs. The initial intention was to select one female and one male HoD per campus with a service history of more than 5 years, unfortunately that proved challenging as one campus has male HoDs only and the other campus has one female HoD. The researcher ended up interviewing three male HoDs and one female HoD. The issue of service history also posed a challenge as there was only one HoD with a service history of more than 5 years and who unfortunately indicated that he was not available to be interviewed; all HoDs at the two campuses were new in their positions, each with a service history of 2-5 years. Two lecturers per HoD were interviewed; the researcher chose one with a service history of more than 5 years and another with a service of 2-5 years. The researcher intended to gain an understanding on how HoDs perceive their leadership styles and to check if there is corroboration with how the lecturers perceive their leadership styles.

1.11 PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT

The researcher requested permission from the relevant authorities (Unisa and TVET colleges) to access the participants, to gain their consent to participate freely in the study and to withdraw if they felt they could not continue to participate. The researcher explained the purpose of the study and ensured that the study did no harm to the participants before commencing with the field work. All the participants were assured of their voluntary participation and the right to withdraw at any time should they wish to do so.

1.12 DATA COLLECTION METHOD AND PROCEDURE

Semi-structured interviews were used to collect data. In-depth semi-structured interviews seemed appropriate for this study as it is considered a way of directly engaging participants. Schultze and Avital (2011) argue that semi-structured interviews can generate detailed and wealthy data and are capable of providing the researchers with diverse insight into the subject under study.

One-on-one semi-structured interviews seem appropriate during the face to face interaction (Creswell, 2003; 2012; Maree, 2012). One-on-one interviews were conducted with four HoDs from both the Business Studies and Engineering campuses. Data provided by the participants were recorded using a tape recorder during the interviews and the researcher requested the participants' permission before using the recording devices. Recorded data aided the researcher in transcribing and coding data during data analysis.

Besides one-on-one interviews with the HoDs, the researcher also conducted one-on-one interviews with eight lecturers to discuss their views about their managers' leadership styles.

1.13 DATA ANALYSIS AND INTERPRETATION

Data analysis is defined by Creswell (2012) as a process whereby a researcher decodes the data collected. Erlingsson and Brysiewicz (2013) indicate that qualitative content data analysis technique is relevant for investigating how participants in a research can experience phenomena. The process of collecting and analysing data is a back-and-forth process that requires the researcher to simultaneously collect and analyse data. Content analysis involves analysing the data collected from the interviews. The data analysis process involves coding the data and condensing the codes into themes which are then presented as a table or discussion (Creswell 2007; McMillan and Schumacher 2001).

All data generated from the face-to-face interviews were tape recorded and transcribed into written texts. To ensure accuracy during the transcription of the interviews, the

researcher read and re-read the transcribed data while listening to the recordings before coding and classifying the data. The codes were then grouped according to the themes which were aligned with the research questions.

1.14 LIMITATIONS OF THE STUDY

The inclusion of more TVET colleges was not possible due to lack of financial resources and time. Consequently, only one college was selected which comprises two campuses. Another setback was that the researcher needed to take account of her position as an insider. The researcher is a lecturer at one of the campuses where the research took place, and issues of biasness needed to be observed. The work covered, to some extent, comes from the researcher's professional life and, consequently, might be influenced by the researcher's values, assumptions and biases (Creswell, 1994).

1.15 CLARIFICATION OF CONCEPTS

TVET college – Technical and vocational education and training colleges can be explained as a post-school teaching and learning sector for young and old students where they are offered various vocational skills in preparation for the world of work.

Head of department –The term head of department applies to appointed post holders who have the responsibility for either academic department or a school. In TVET colleges these individuals report to the campus manager.

Lecturer – A lecturer is an individual that is employed by a TVET college to teach in one or more of the programmes offered by the college, either on a full-time or part-time basis. Most lecturers are specialists with specific trades and hold occupational qualifications ranging from certificates, diplomas and degrees.

Leadership – Refers to the process whereby an individual influences a group to achieve a mutual goal (Northouse, 2012).

Leadership style – A leadership style refers to a leader's characteristic behaviour when guiding, directing, motivating and managing groups of people.

Transformational leadership – Refers to a leader with a strong set of internal values and ideals. These leaders are found to be effective in motivating followers to make them act in a far better way for the well-being of the organisation rather than concentrating on self-interests (Kuhnert, 1994).

1.16 ORGANISATION OF THE STUDY

Chapter One: Orientation of the study

This chapter provides the reader with a brief overview of the topic investigated. The aims and objectives of the study are clearly outlined, followed by a preliminary literature review.

Chapter Two: Literature review

This chapter focuses on the review of literature on the roles of HoDs, theories of leadership and leadership styles. The concept of leadership is defined and contextualised. This is followed by a discussion on leadership theories and types of leadership styles.

Chapter Three: Research methodology and design

This chapter outlines the research design, approach, methodologies, instruments, sample and sampling procedures used in the research.

Chapter Four: Data presentation and discussions of findings

This chapter provides the empirical findings obtained in this study. Clear and comprehensive findings of the methodology used were summarised and presented.

Chapter Five: Summary, findings, recommendations and conclusion

The chapter provides the summary of the study, discussion of major findings, conclusions and recommendations.

1.17 CONCLUSION

This chapter provided a brief orientation on the topic of investigating leadership styles employed by HoDs in the TVET colleges. The introduction and background gave a brief overview of the TVET college sector and leadership in general. The aims and objectives of the study were clearly outlined and a preliminary literature review provides an overview about what other authors have written about the topic at hand.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter gave the background and an overview of the study. This chapter aims to explore the available literature on leadership styles and heads of departments. I searched for literature that would speak to the issues of leadership and head of department role. I used many databases including the University Library, EBSCO, Google Scholar and Eric database to find information regarding the topic. I used search terms such as definition of leadership, leadership styles, leadership theories, effective management and management roles to find information for the study.

2.2 REVIEW OF LITERATURE

Literature review provides a researcher with accumulated knowledge about the topic and what other researchers have done in the area. In addition, it assists the researcher to evaluate the phenomenon by comparing the results of the previous study to previous research (Creswell, 2014). It helps to connect the findings of the study to existing literature, and, also to assist a researcher to determine if the research topic is worth to be researched (De Vos *et al.*, 2011).

The following sections present topic areas that were explored and formed the basis for understanding the problem that is being investigated. The topic areas include, the concept leadership defined and contextualised; leadership styles; models of head of department leadership; overview of the TVET college management structure selected for the study and the role of the head of department.

2.3 THE CONCEPT LEADERSHIP

2.3.1 The concept of leadership defined and contextualised

Lately, organisations in general, including institutions of learning, face strong competition which crafts significant challenges. As a result, there is a need for unceasing improvement of organisation's effectiveness and efficiency by generating competitive dominance in order to survive. For this purpose, every organisation must, among other things, ensure that the potential of its employees is fully explored, and that leadership plays an important part in the process. Leadership is considered a key factor in coordinating all organisational elements towards effective accomplishment of organisational goals (Bubble, Juras and Matic, 2014) and it needs to provide interaction between all members of the organisation. The term "leadership" has been in existence for many decades, and yet scholars cannot find a definition that best describes it. Perhaps this might be because the term is evolving continuously.

According to Malek and Mustapha (2014), leadership is one factor that possesses the ability to manage change in institutions. Leadership can be defined as "the ability to inspire confidence and support among the people who are needed to achieve organisational goals" (DuBrin, 2012:28). Similarly, Afzaal (2015) defines leadership as a process whereby a group is influenced by an individual to achieve a mutual goal. If we apply this definition to school management, its application is clearly visible from the principals of TVET institutions where these individuals have a direct influence on the activities of organised groups such as the staff, students, policy makers and employers towards a mutual goal that ensures success and productivity within an institution (Afzaal, 2015).

Likewise, assessing leadership merely from the personality traits of a leader is no longer adequate. Hence, organisations as well as institutions of learning are now striving to find the type of leadership that has an impact on workplace variables such as organisational dedication, organisational performance, productivity, efficiency, standard of outputs as well as the performance of an individual (Chinedu and Libunao, 2015).

Generally, all the definitions precipitate to influence the direction or persuasion of an individual, or a group to move in a particular direction. HoDs lead and manage all aspects of the college with a focus of improving the standard and performance of the students. Like all other organisations, the success of any college depends upon its leadership and commitment of all stakeholders involved (Malela, 2016).

Definitions of leadership and concepts are endless. As a result, 65 different classification systems have been developed over the past 50 years to overcome the problem of having multiple definitions. Bass's classification system considers leadership in the following categories (Lyons 2008):

- Leadership as the *focus group processes*
- Leadership from a *personality perspective*
- Leadership as an *act or behaviour*
- Leadership in terms of a *power relationship*
- Leadership as an instrument of *goal achievement*

Besides Bass's classification system, Middlehurst (1993) is of the view that the concept of leadership can also be elucidated by concentrating on three dominant characteristics implanted in the concept of "leadership" in everyday life:

- *Leadership as an active process*: Different actions, styles of behaviours, interactions and relationship with others are present in the relationship process.
- *Leadership is a role or a function*: With this perspective, leadership is recognised as a formal role or function. "The leadership – within which a particular mantle of responsibility is worn by those who are designated leaders" (p.11).
- *Leadership is symbolic*: Intangible elements such as power and excellence are included in leadership and this includes concrete aspects like representation and public visibility. Certain attributes like charisma, technical expertise and gravitas are often linked with symbolic and functional leadership.

Although definitions of leadership are plenty, derived from various aspects, most of them point to leading followers to reach a particular goal. According to Malela (2016),

the more advanced society gets, the more sophisticated leadership must become. TVET college HODs are required to cope with a rapidly changing world of work in order to be effective in their departments. For this reason, HoDs require the ability such as being team-oriented, strong communicators, team leaders, problem solvers, change-makers and transformational leaders. Leadership in institutions of higher education is complex and facing major transformational challenges. According to Herbst and Conradie (2011), these transformational challenges need extraordinary leadership. This assertion is supported by researchers like Bosch (2006); Brennan (2005); Hargreaves and Fink (2003); Jansen (2004); Van Ameijde, Nelson, Billsberry and Van Meurs (2009). Herbst and Conradie (2011) further add that the dire need for effective leadership is widely accepted. They put emphasis on the need for leadership practises that will shape institutional transformation in education.

According to Hunt, Osting, Stevens, Loudon, and Migliore (1997), one of the greatest needs for institutions of higher learning is leadership. Their focus was not only on leadership, but specifically on leaders who are proactive at all levels within the institution and those with willingness to understand and accept the mission of the institution. Such leaders not only understand the mission of the institution but are also willing to identify with its vision and to assist in accomplishing its objective. Herbst and Conradie (2011) write that ineffective and inefficient leadership has been identified by many authors (Jansen, 2004; Seale, 2004) and that such leaders have impeded the transformational agenda of some institutions of higher education in South Africa. Herbst and Conradie (2011) further suggest that in order to build leadership capacity necessary for top-performing institutions of higher learning, such leaders are in need of good technical, social and emotional skills. Available literature on effective leaders indicates that such leaders tend to be “transformational” and not merely “transactional” (Harries *et al.*, 2003:29).

Effective school leadership has become a leading theme in educational reforms. Effective leaders are required to sustain innovation and are the core of capacity building for school improvement, particularly in TVET college programmes that require sustainability for their development. The importance of leadership in technical and

vocational education cannot be over-emphasised, because without proper leadership in TVET college programmes, the objectives which are to develop people to be self-sustaining will not be achievable. At an international level, there are both internally and externally expanding pressure being placed upon educational institutions to execute institutional reform and restructuring. Over the past few decades, change in the education system has highlighted the importance of effective educational leaders. On the issue of change, Chong *et al.*, (2003) assert that transformational leadership is essential to meeting educational challenges in a changing environment.

2.4 MODELS OF HOD LEADERSHIP

The next section focuses on the models of HoD leadership developed by Busher and Harris (1999) and Turner and Bolam (1998). Although these models were developed with the focus on schools, the researcher found these models to be relevant to the HoDs roles in TVET colleges.

2.4.1 The Busher and Harris model

Busher and Harris (1999) ventured into the space of heads of departments in the United Kingdom and examined the relationship between individual culture and HoD leadership. In doing so, they recognised how complex and situational middle management leadership is. They acknowledge the complexity of HoD leadership and argue that the understanding of that leadership can be accomplished through proper analysis of both the HoD role and the culture.

Busher and Harris (1999) suggest that the work of the HoD can be categorised into four dimensions. The first dimension deals with the processes in which HODs translate policies that often come from the department of education, to the educators who are expected to implement them. They highlight that this aspect of the role is transactional, which implies that HoDs have a great amount of power over their subordinates. In order to implement such policies, HODs must develop approaches together with the teaching staff. The second dimension, according to Busher and Harris (1999), deals with how an HoD interacts with staff in order to generate and develop a sense of group identity. This

refers to the “shaping and management” (Busher and Harris, 1999:307) of a distinctive departmental culture. It requires power through rather than power over people, “to transform their feelings, attitudes and beliefs” (p.307), which indicates transformational leadership, an approach quite different from the first one.

A third dimension revolves around improving the performance of both students and staff. According to Busher and Harris (1999), this aspect of the role requires a measure of transactional leadership as HoDs are expected to continuously monitor the results of students in their respective departments and also the progress made towards achieving the organisational goals. Gronn (1996:13) defines transactional leadership as “an exchange relationship with followers (such as increased output in return for material incentives) entailing reliance on the management by exception and contingent reward”. Transactional leadership is generally associated with the process of management. Performance improvement also suggests a measure of supervisory leadership whereby HoDs offer mentorship to teachers within their departments and also provide students with academic and social support.

The last dimension brought forward by Busher and Harris (1999) refers to the ability of HoDs to act as a communication conduit between teachers and the external environment to the department. This may be internal, for example, the institution’s administration or other departments, or it may be an external situation, for example, parents. This dimension also commands that the HoD advocates for and negotiates on behalf of the educators in their departments. Busher and Harris (1999) contend that the four dimensions of HoD leadership are characterised by their complexity. The demand they create both complement and compete with one another. HoD leadership is regarded as being situational, largely dependent upon both the structure and the culture of particular departments. The leadership of certain HoDs indicates the demands and tensions typical to middle management. The structure and culture of each particular department will also be reflected in the leadership. Since the structure and culture differ within and between particular institutions, so will the nature of HoD leadership.

For Busher and Harris, the culture and structure differ within and between particular colleges, and so is the nature of HoD leadership.

For Busher and Harris, the culture and structure of departments are determined by four factors. The first one is the structural configuration of each department (Busher and Harris 1999). This covers aspects such as the size of the department, the number of educators it contains, the location of the institution, and the subject or subjects for which it is responsible. Secondly, the extent of companionship and social cohesion that exist within a department will determine departmental structure. The third parameter is the status of a particular department, both within the institution and beyond it. The final parameter is the influence of power. Power emanates from the other parameters. Each of these cultural parameters suggested by Busher and Harris (1999) is seen as influential to the leadership of the HoD.

The relationship between structural configuration and leadership was discussed in an earlier section. It is asserted that different departments will not have the same structures, because of the difference in curriculum responsibilities. This also greatly influences the leadership style of the HoD. The second parameter proposed by Busher and Harris (1999) is the social cohesion that prevails within departments. The culture within a department is seen as having a particular importance as it represents “the enacted views, values and beliefs of teachers and support staff about what it means to teach students in institutional contexts” (p.311). According to Busher and Harris (1999), the culture of a department is constructed upon the curriculum and pedagogy for which it is responsible. The educators regard the department as a significant, perhaps the most crucial point of reference. Busher and Harris also point out that factors such as the knowledge and skills possessed by educators, the formal and informal relationships that exist between them, and the connections they have within the institution beyond their department have a tremendous impact on the effectiveness of the department. Busher and Harris (1999:311) argue that a department culture “represents the enacted views, values and beliefs about what it means to teach students in particular subject areas”. Johnson (1990) indicates that educators’ rapport with departments is both social and professional. Siskin (1999) produced a similar result, describing departments as “social groups with a distinct set of values and norms” (p.97). According to Busher and Harris (1999), the leadership of HoDs influences the status of particular departments

within the institution. The academic performance of the students determines the status of a department, and its contribution to the institutions' core goals.

In conclusion, the model of leadership described by Busher and Harris (1999) is multi-faceted and highly contextual. The type of leadership demonstrated by HoDs is described as a function of the relationship between four different dimensions of the role itself and the four different parameters of the certain department they lead. While certain similarities may be identified, the style of leadership employed by HODs will differ within the institution and amongst them.

2.4.2 The Turner and Bolam model

In accordance with the Busher and Harris's (1999) model, the work of Turner and Bolam (1998) also puts more emphasis on the situational aspect of HoD leadership. Turner and Bolam used the theoretical framework of contingency theory to examine the HoD leadership. Their model of HoD and management clearly demonstrate the situational nature of HoD leadership and, in that regard, illustrates how complex the role is. Turner and Bolam's (1998) work is underpinned by an understanding of situational leadership. Turner and Bolam (1998) cite Immegant (1988) who argues that a situation refers to both context and task, and also that, effective leaders demonstrate different leadership styles.

Hoyle (1986), supporting the view, further demonstrates how complex HoD leadership is. Hoyle (1986) argues that organisations must tackle both global problems and those that are unique to themselves. Effective performance requires a balance between external demands and internal limitations. This is a dynamic that ensures the constant changing of the leadership style. The type of a leadership style that a leader chooses directly depends on a particular challenge that he or she faces. Hanson (1979) argues that contingency theory is underpinned by basic assumptions about individuals and organisations. These assumptions reflect the point that leadership needs to be considered in the context within which it functions.

Turner and Bolam (1998) Indicates the contextual nature of HoD leadership by applying a number of those assumptions. The first being the middle ground. It is perceived that all departments share common leadership and management needs. Within all departments, for example, HoDs are responsible for leadership, curriculum, resources and the overall management of change processes. At the same time all departments work under different circumstances at any given time. The second assumption looks at multiple goals. The contingency theory acknowledges that people can work with different goals within an organisation. HoDs do not necessarily share or operate with goals that are similar to the educators in their department, and qualitatively they also do not share the same goals as other HoDs in their work environment. The third assumption of Turner and Bolam (1998) speaks about performance. Contingency theory recognises and accepts that between external demand and internal state of the organisation, performance will be compromised. For example, external demands on a department might call for an increase in efficiency. Within a department, educator performance may also be focused on effective teaching. The fourth assumption is that there is no ideal form of leadership and administration.

Turner and Bolam (1998) point out that the contingency theory suggests that there is no best method that an HoD can choose in order to lead and manage a department effectively. HoDs would rather lead and manage their departments according to a context different across the institution and amongst them. Since the contexts differ, there is a demand for HoDs to adopt different approaches. The approaches HoDs adopt will reflect systematic demands, but also contextual, considering the nature of the subject, its resources, its educators, and lastly its circumstances.

Lastly, Turner and Bolam (1998) maintain that the understanding of HoD leadership reflects the knowledge and understanding of leadership and management of particular HoDs, and the context of the college. It will also give an understanding of the role from the HoD's own perspective. It will almost certainly be the outcome of observation of heads of departments in the institution in which they operate or in other institutions. This will be unique. Components such as knowledge, understanding, and perceptions of

leadership and management that HoDs possess, add to the contextual nature of their leadership and management.

The model of Turner and Bolam (1998) contains numerous internal and external contextual features that impact upon the leadership and management of HoDs. These authors argue that the functionality of such a model stem from the fact that it serves to indicate the unique contextual nature of the HoD's role. They also note the limitations of the model, describing it as a simplified model of a very compound set of processes and interactions, and they all overlap with each other. Turner and Bolam do not view the model as being a definitive view of the HoD's role. It aims to supply an outline of the influential context within which HoDs function.

Turner and Bolam (1998:379) describe it as “identifying the general terrain within which HoDs operate”. The model has similar characteristics with the model proposed by Busher and Harris (1999). The model proposed by Busher and Harris infer that HoDs have a number of leadership and management styles. The leadership of HoDs will review a broad range of both internal and external contextual features to the HoD and the department itself. As with Busher and Harris, the Turner and Bolam (1998) model elucidates the role and its leadership and management challenges, as reflecting a number of interrelated dynamics. HoD leadership is regarded as highly contextual and likely to exhibit itself in different leadership styles, often being practised by different HoDs in pursuit of the same goals within the same institution.

2.5 TYPES OF LEADERSHIP STYLES

One most important factor that contributes to leadership effectiveness is the style of a leader. A leadership style is defined as the behaviour a leader portrays while guiding members in appropriate directions (Malek and Mustapha, 2014). Similarly, a leadership style is defined by (Lussier 2000) as the combination of traits, skill, behaviour and how managers interact with employees. The choice of leadership is influenced by numerous factors, such as the type of situation the leader may find herself or himself in, the ability displayed by the leader towards followers, how fast the decision needs to be taken, and the size and nature of the college. Lastly, leaders enhance their style over time due to

experience, education and training. Table 2.1 illustrates different types of leadership styles.

Table 2.1: Different types of leadership styles

Styles	Explanations/Meaning
Authoritarian	<ul style="list-style-type: none">- There is a clear segregation between leaders and followers.- Authoritarian leaders allow no input from others and the decision lies with the leader.- These leaders provide clear expectations on what needs to be done, when and how the work needs to be done.
Democratic	<ul style="list-style-type: none">- Also referred to as participative style which motivates employees to take part in decision-making.- Motivates employees by engaging them in the decision-making process thus allowing them to be creative.
Situational	<ul style="list-style-type: none">- Decisions are made on the spot and there is no planning.- Situations determine the style of the leader.
Laissez-faire	<ul style="list-style-type: none">- The manager shares the decision-making process with the group members.- Leaders using this style provides little or no guidance to followers.
Transactional	<ul style="list-style-type: none">- Employees are rewarded for efforts and good performance is recognised.- Search for deviations from rules and standards by taking corrective action.

2.5.1 Authoritarian

Authoritarian leaders can also be regarded as autocratic leaders. This leadership style supplies a clear expectation on what needs to be done, when it is supposed to be done and how the work needs to be done. A strict segregation is maintained between a leader and followers (Rableen and Saloni, 2017).

Staff members do not easily accept instructions especially if they are not part of the decision. So, before they can perform the task, they need to first have an understanding of why the task needs to be done and only then will they perform it.

Authoritarian leadership relies heavily on discipline within the organisation. One of the characteristics of an authoritarian leader is that they rely on their own judgement and ideas when making a decision. Staff members are rarely invited to make inputs (Redman, 2011).

Foyn, as quoted in Smit and Carstens (2003), highlights that authoritarian leadership is an old model of leadership where authority is seen as a result of holding a higher level position rather than an outcome of innate leadership traits.

Authoritarian leaders take total control over what needs to be done or on the group. According to (Bass and Stogdill, 1990), this is achieved through exhibiting the following:

- Subordinates are allowed little input.
- Subordinates at lower levels feel that their ability to successfully complete tasks and achieve the set objectives is not trusted.
- The main aim of the leader is to get the work done. The environment does not enable empowerment and if maintained for a long period, authoritarian leadership contributes to low morale in the workplace

2.5.2 Democratic

Democratic leadership style is also known as participative style of leadership. Maximum participation from the employees is encouraged in the decision-making, group participation and discussions. The democratic leader is open for suggestions regarding the work and shares his responsibilities in the decision-making process. This leadership style is often associated with high morale which results in high productivity, satisfaction and commitment towards organisations. Democratic leaders are usually friendly, helpful, encourage participation and are good listeners (Rableen and Saloni, 2017).

As the name suggests, democratic leadership is a type of leadership that is open and transparent where the leaders share the decision-making powers with the rest of the staff members, and inputs made by members are valued and contribute towards the formulation of the organisation's vision (Cangemi, Davis, Sand and Lott, 2011).

An HoD who uses this type of leadership style has a lot of happy employees reporting to him or her. The work environment becomes conducive for all because participation is assured and employees feel valued because they are involved in decision-making processes.

Some of the benefits of this leadership style include allowing for open discussion and for members to share views and opinions, thereby leading to an increase of innovation in the workplace. It helps towards creating an organisation that is built on consensus, and fosters members to be committed as they all contribute to its collective vision. Benincasa (2012) sums up this type of leadership style with a phrase, "what do you think?"

Although democratic leadership style has many positive attributes which render it as a beneficial style of leadership, it is difficult however to strike a balance when it comes to the successful implementation. One of its shortcomings is that when quick decisions need to be made, time may be lost in the pursuit of a consensus (Simmons & Striley, 2014).

Other drawbacks might be to invite new or inexperienced staff members to give input in the decision-making. Also, if the leader uses this type of style, he or she might be perceived as not leading but giving the responsibility of the position to staff (Rubin, 2013).

2.5.3 Situational

Situational leadership style has been developed by Kenneth Blanchard and Paul Hersey. This style requires an understanding of the situation which depends on the leader's behaviour to consider it a task or people focused. Situational leadership depends on the level of maturity of the followers (Rableen and Saloni, 2017).

Certain situations require the leader's discretion, especially if there is a crisis. For instance, an HoD who always does things by the book or follows policy can make a decision that best suits the situation. For example, if the policy states that lecturers have five days to mark and submit the scripts, the HoD can allow the lecturers to focus on teaching and learning and postpone the date when the marks should be on the system.

2.5.4 Laissez-faire

This leadership is also known as delegative leadership. Leaders using this style delegate their authority; group members are afforded the opportunity to make decisions and find solutions on their own. This leadership style results in low productivity and is effective in situations where the staff is highly qualified in their area of expertise (Rableen and Saloni, 2010). Leaders using this style display a passive indifference towards followers. Laissez-faire leaders move from their leadership role and offer little or no direction to followers (Sadeghi & Pihie, 2012).

In a college setting, if a leader uses this leadership style, chaos arises. Lecturers submit late, some arrive late at work or do not report their absence. The leader does not follow up on matters and as a result little gets done.

The success or failure of this leadership style is greatly dependent on the level of skill and motivation of the employees. Laissez-faire leadership style has proven to be more effective when employees are well informed than the leader. In this regard, the absence of rules set by the leader allows total freedom as employees are able to work independently and display their expertise and in-depth knowledge (Quintana, Park and Cabrera, 2015).

At times laissez-faire leadership has potential disadvantages. If employees are left with little or no guidance that may leave them feeling uncertain of the expectations that the leader has of them, and as a result leave them unsure of the work that they are supposed to complete. If a situation where inadequate communication exists, employees might be hesitant to approach the leader with questions (Rubin, 2013).

Research shows that whilst the leader may shape the goal and take full responsibility for the success or failure of the task, allowing employees to decide how they are going to achieve a particular goal empowers them with a sense of ownership over their work. This results in considerable motivation towards completing tasks (Rubin, 2013).

2.5.5 Transactional

The vision behind transactional leadership is grounded in the transaction that takes place between a leader and his or her followers. Human relations are regarded as nothing but a string of transactions. This leadership style revolves around rewards and punishment. If a task is performed efficiently there are rewards but mistakes and failure come with punishment (Rableen & Saloni, 2017). Transactional leadership is the second part of transformational leadership theory. The main focus of transactional leadership is on the exchange that takes place between leaders and followers. These leaders simplify followers' responsibilities, their performance objectives, and the tasks that need to be completed. Transactional leadership revolves around three dimensions: *Contingent reward*, *Management-by-exception active*, and *Management-by exception passive* (Sadeghi and Pihie, 2012).

Contingent reward – Leaders simplify the expectations of followers and clearly outline the compensation that comes with meeting the performance expectation (Boateng 2012). It includes an explanation of the work required to earn rewards and the use of incentives to effect motivation (Sadeghi and Pihie, 2012).

Management-by-exception active – Leaders attend to followers' faults and failures to reach the required standards (Boateng, 2012). In addition, active leaders observe follower behaviour, predict problems, and take remedial actions before the behaviour causes damage (Sadeghi and Pihie, 2012).

Management-by-exception passive – The intervention of leaders is reserved until problems become drastic (Boateng, 2012). These leaders refrain from explaining agreements, explaining expectations and standards to be met by followers, but will mediate when problems become noticeable (Sadeghi and Pihie, 2012).

This tit-for-tat kind of relationship has advantages and disadvantages, for instance, lecturers who produce good results are often celebrated and receive awards but those who do not receive these awards become demoralised and have to account for the students' poor results

2.6 LEADERSHIP THEORIES

2.6.1 Theory and the role of HoDs

Literature has shown that the leadership of HoDs reflects a range of leadership theories (Crowther and McLendon, 1998; Glover, Gleeson, Gough and Johnson, 1998; White, 2001). However, for the purpose of this study, the researcher focused on transformational, transactional and style and behaviour theories.

2.6.1.1 Transformational leadership theory

Transformational leadership is described as a power and influence theory where the leader acts in mutual ways with the followers (Rableen and Saloni, 2017). This leadership style has been regarded as effective in leading organisations. It has a positive influence on subordinates' behaviour and organisational outcomes (Malek *et al.*, 2014). Transformed leaders influence others into believing that they have the potential, opportunities and strength to achieve the objectives of the organisation. This influence allows others to take calculated risks because they have somebody to look up to in striving for success (Hashim *et al.*, 2010).

The HoDs must utilise inclusive kind of leadership where they will involve other people. This team gets a deliberate opportunity to contribute to the vision, culture and climate of the college and thus the HOD has a responsibility to make this happen and lecturers slightly determine the leadership style of the leader (Kadinya, 2006; Mutula, 2006).

According to Okumbe (1999), transformational leadership style displays the following characteristics of traits:

- The leader inspires followers beyond their own self-gain.
- The leader has a remarkable effect on followers.

- These leaders want to attain a strong personal adherence to their goal.
- They are determined, have self-confidence and are normally identified as unconventional.

Transformational leadership style, if rigorously followed, can increase moral values that would assist lecturers to make decisions and judgement within the social system such as the college. Ylimaki (2006) concurs with the other scholars by saying that leaders who embrace transformational leadership style are able to inspire their followers to higher degrees of efforts especially in the educational institutions. Nguni (2003) argues that in transformational leadership, vision and organisational learning processes are vital to college improvement since the leader is able to guide the lecturers in the direction where the college is anticipated to be in the future. Transformational leadership is divided into four dimensions:

Inspirational motivation – Inspirational and motivational leaders challenge subordinates and create perspective in reaching organisational goals.

Individualised consideration – Individualised consideration involves the creation of a conducive and supportive environment where individual differences and needs are taken into consideration (Bass 1989)

Intellectual stimulation – Intellectual stimulation involves leaders supporting followers for being creative (Bass 2002)

Idealised influence – Leaders become role models to their subordinates because of their friendly behaviour.

2.6.1.2 Transactional leadership theory

Transactional leadership is described in terms of the series of agreements that take place between the leader and follower (House and Shamir, 1993). The transactional theory is based on the exchange that happens where the influence does not only come from leaders but allows leaders to be influenced by followers as well. Other studies reveal that transactional leadership shows a divergence regarding the leader's level of action and the nature of the relations with the followers.

Bass and Avolio (1994) regard transactional leadership as a type of contingent-reward leadership that results in positive and active exchange between leaders and followers, whereby the accomplishment of objectives agreed upon by the followers are rewarded. These rewards from the leader have implications like gratitude for merit increases, bonuses and work achievement. In order to reward good work, positive support can be exchanged and increase performance and cooperation. As a result, the leaders can avoid responses and delay the decision-making process. This attitude is referred to as “management-by-exception” and can be referred to as passive or active transactions. The difference between these two transactions is based on the timing chosen by the leader to get involved.

2.6.1.3 Style and behaviour theory

The style and behaviour theory recognises the importance of certain leadership skills that serve as an enabler for a leader who acts while drawing its parallel with pre-existing capacity of the leader, prior to that particular act while proposing that each person has a certain style of leadership that he or she prefers (Yukl, 1989). Like one that does not fit all heads, similarly one leadership style cannot work in all situations. Yukl (1989) introduced three leadership styles. The employees under a leader who uses democratic leadership display a high level of satisfaction, creativity, and motivation; perform their duties with great enthusiasm and energy regardless of whether the leader is present or absent, whereas, autocratic leaders have their eyes set on greater quantity of output. Laissez-faire leadership is only considered applicable in an environment where staff members are highly skilled with excellent track record.

2.7 GENERAL VIEWS ON HODs

In a college setting, HoDs are regarded as the most important academic administrators; this deduction is made based on their responsibility for leading academic departments. As academic heads, they have to meet the expectations of senior management, institutional expectations, expectations of the department that they lead and, on the other hand, that of staff and students (Seagren *et al.* 1993).

According to Carroll and Gmelch (1995:3), the HoD is often viewed “as a faculty peer who sacrificially and temporarily subordinates primary professional responsibilities...to serve his or her colleagues by performing essential departmental administrative tasks”.

During the early phases of their career, they are often regarded as unprepared for the HoD position, while in the latter parts of their term appointments they are considered to be in service to the department.

2.8 THE ROLES OF HODs

The literature on the role of HoDs in TVET colleges is limited and the role itself is complex, difficult to define, and situational. To inform the current study, the researcher looked first at the role of an HOD as stipulated in the PAM policy, and secondly, the literature and empirical research that address the role of HoDs.

2.8.1 The role of HoDs as stipulated in PAM policy

The Employment of Educators Act, No. 64 of 1998 guides the employment of all teachers in the Republic of South Africa (RSA). An HoD's roles and responsibilities in South African public schools are stipulated in the PAM (PAM: Department of Education). The PAM document clearly outlines the roles of HoDs in the basic education system but the document does not give a clear direction on the roles of HoDs in the TVET college sector. The roles of HoDs in TVET colleges are complex and situational, depending on the institutions. To inform this study, the researcher focused on the role from an internal policy perspective of the selected college.

HoDs in TVET colleges perform, among others, the following duties and responsibilities:

- Manage registration of students and student induction procedures in co-operation with other line managers.
- Planning of educator work allocation.
- Assisting the campus manager with compilation of the time-table in line with the college teaching and learning plan.
- Co-ordinate the procurement of the programme's training needs.

- Provide guidance on syllabi, curriculum and learning outcomes.
- Implement and monitor all policies that impact on learning delivery, including examination and certification of students within the department.
- Create a conducive classroom environment and ensure efficient classroom management and discipline of students.
- Liaise with the lecturers, other programme managers and Student Support officers in providing interventions programme to students.
- Manage and facilitate students' Work Based Experience (WBE) as well as lecturers' Workplace Integrated Learning (WIL).
- Management of labour relations matters.
- Management of performance appraisal of lecturers, including annual revision of job descriptions.

2.8.2 The role of HODs in the literature and empirical research

HoDs are regarded as departmental heads in TVET colleges. They are also subject lecturers in their respective subjects. Their main responsibility is to provide guidance and direction to all lecturers and senior lecturers in their departments (Ndashe 2016). According to Mahlobogoane (2013), lecturers and senior lecturers rely on their departmental heads for direction on how to perform tasks in their departments. All institutions of higher learning are expected to develop their vision and mission and HoDs are also expected to develop a vision for their departments. Kerry (2005) and Feeney (2009) are of the opinion that HoDs are allocated administrative work which involves sharing information between managers and subordinates, instead of concentrating on the management of effective teaching and learning. Non-instructional activities that do not contribute to effective teaching, learning and increased student performance put added pressure to the already overloaded HODs (Potgieter *et al.*, 2011). In a study that they conducted, Potgieter *et al.*, (2011) sustain that HODs' administrative work entails a lot of paper work, such as managing examinations, practicals as well as admission of students.

Success of institutions of higher education is highly depended on the academic departments. It is believed that the achievement of each institution of higher learning is measured by the success of its departments. HoDs have a direct impact on the quality of their departments (Sadeghi and Pihie, 2012). Lately, HoDs have limited time to act as academic leaders and spend the majority of the time on an organisation's administrative affairs. Only leaders of academic institutions, particularly HoDs know how heavy or light a particular task can get especially when dealing with various groups. There is a dire need for organisations to put forward leaders who have the ability to handle all resulting changes on the environment, culture or the expectations of staff (Hashim and Mohamad *et al.*, 2010).

There is a large volume of published studies about top level management in institutions of higher education, however, despite the significant role played by HoDs, only a limited number of studies have addressed the attributes of a successful HoD (Sadeghi and Pihie 2012). As a result, there is a knowledge gap on the position of HoDs in the literature.

2.8.2.1 Management roles of HoDs

According to Middlehurst (1993), leadership and management functions have been closely associated on departmental levels in institutions of learning. The concepts, “management” and “leadership”, have been incorporated at administrative and departmental levels to such an extent that it is now impossible to separate management from leadership practices (Yielder and Coding, 2004).

Leadership and management are often regarded as two separate concepts. Literature on the other hand has highlighted that institutions of learning are either poorly managed or well led (Birnbaum, 1989) or over managed and poorly led (Yielder et al. 2004). Hence, (Kotter 1990; Prewitt, 2004) proposed an integrated leadership approach, which considers management and leadership as inseparable and complementary constructs. So, in light of the above view, the researcher saw it befitting to discuss both concepts as they go hand in hand.

The concept “management in the education fraternity” is defined as a process in which educational leaders administer teaching and learning in colleges (Ndashe, 2016). HoDs are responsible for management tasks that enable effective teaching and learning. In addition, the ultimate task of management in the delivery of education service at all levels is to create conducive conditions which lecturers and their students optimise during teaching and learning. The extent to which effective learning is achieved therefore becomes the benchmark against which the quality of management is to be judged (Shonibu, 2012).

Management purely plans, executes and measures, and this is an ongoing, recurring process in colleges (Shonibu, 2012), the four management principles are described as follows:

Planning: The most crucial management task in a college is planning as it provides purpose and direction. It is considered a process of responding to questions, like What?, When?, Where? and How? (Ndashe, 2016). Shonibu (2012) defines planning as a process of recognising the needs of the college and determining the goals, objectives and resources needed to realise the goals and objectives in order to execute the planned tasks, responsibilities, and dates for completion of college tasks.

In TVET colleges, an HoD’s planning as a managerial task includes aspects such as:

- Registration process
- Examination sessions
- Weekly planning stating the activities to be performed the following week
- Teaching and learning plan
- ICASS planning
- Monitoring and evaluation sessions

Planning, as a management task, cannot warrant the achievement of goals if there are no appropriately organised structures, effective leadership, organised and coordinated teaching and learning activities in the college.

Organising: Organising is defined as a process of formulating a structure that will enable effective teamwork of lecturers in order to attain set goals. Organising can also mean the optimal use of available and required resources to ensure the successful execution of plans. HoDs cannot obtain set outcomes within their departments without excelling in management tasks like organising, delegating and coordinating (Ndashe 2016). HoDs organise aspects such as:

- Education and training unit meetings
- Campus management meetings
- Intercampus management meetings
- Teaching and learning study materials (TLSM)

During the process of organising teaching and learning activities, managers need to clarify the responsibilities of the subordinates, hold them accountable, use open channels of communication and distribution of resources.

Leading: Shonibu (2012) defines leading as an act of motivating, leading and directing. It is also referred to as an act of providing guidance to subordinates, towards achieving the organisational goals. Ndashe (2016) also adds that the crucial responsibility of HoDs is managing teaching and learning. However, leading people entails establishing relationships, encouraging lecturers and being involved in their professional development, managing resources and also being accountable for teaching and learning in colleges. TVET college HoDs lead activities such as college moderations and all initiatives that assist in good performance.

Coordinating: The key purpose of coordinating is to guarantee that planned activities are realised. Ndashe (2016) suggests that coordinating becomes successful if HoDs develop and increase the capacity of lecturers in their departments in terms of their attitudes, positive team spirits and confidence. HoDs coordinate the holding of regular departmental meetings according to the scheduled dates in the college academic year plan.

2.8.2.2 Leadership and management skills of HoDs

Whetten and Cameron (2011) conducted a survey through which various investigators have desired to identify what particular skills are characteristics of the most effective leaders. Their intention was to identify the skills and competencies that set apart exceptional effective performers from the rest. Their research generated about 60 characteristics of effective leaders. The 10 characteristics identified quite often are listed in Table 2.2. These 10 characteristics are all behavioural skills; they are also commonly found across industries, ranks and job responsibilities. Table 2.2 illustrates the skills of effective managers according to Whetten and Cameron (2011:9):

Table 2.2: Skills of effective managers

Skills of effective managers – one study	
1.	Verbal communication (including listening)
2.	Time and stress management
3.	Managing individual decisions
4.	Recognising, defining and solving problems
5.	Influencing and motivating others
6.	Delegating
7.	Setting goals and articulating a vision
8.	Self-awareness
9.	Team building
10.	Managing conflict

Source: Whetten and Cameron (2011:9)

Whetten and Cameron further state that considerable defining characteristics of managerial skills distinguish them from other forms of managerial characteristics and practices. Firstly, managerial skills are behavioural, and can therefore be recognised through actions as well as attitudes. Secondly, managerial skills are controllable, practised and managed by an individual. Thirdly, managerial skills are developable; performance can easily adapt and improve. In the fourth instance, managerial skills are

interrelated and overlapping. Therefore, a manager uses a range of interrelated skills, attitudes and behaviour to obtain the desired outcome. Lastly, managerial “skills are sometimes contradictory or paradoxical”, meaning “the core managerial skills are neither soft and humanistic in orientation, nor all hard-driving and directive”. Sometimes it allows teamwork, at other times, it is purely individualistic (Whetten and Cameron, 2011:7).

Brandfog (2012) also conducted a survey that confirmed the findings by Whetten and Cameron (2011) that, the most effective leaders throughout history have been great communicators. His survey also confirmed that transparency, vision and open communication are a key to great leadership and corporate social responsibility strategy (Brandfog, 2012).

2.9 TVET COLLEGES OVERVIEW – INTERNATIONAL PERSPECTIVE

Globally, the TVET sector is known for producing skills and competencies that are highly needed for the industry. This process may be viewed as an effort to revive employment opportunities, reduce poverty and boost the economic growth of all countries. TVET colleges offer numerous courses in fields that are industry-related, such as agriculture, arts and culture, business, commerce and management, education, training and development, engineering, manufacturing and technology; and building construction and security (Kheza, 2018).

Various countries have developed their TVET policies in conjunction with the political, social and economic needs of a country (Arfo, 2015). In most countries, colleges work more directly with industry. The learning experience focuses more on the work readiness of the graduate than the students’ experience (Hailu, 2012)

2.10 TVET COLLEGES OVERVIEW – SOUTH AFRICAN PERSPECTIVE

The main purpose of these colleges is to provide young school leavers with the skills, knowledge and attitudes in preparing them for employment in the labour market (DHET: White Paper, 2013). Their primary role is the provision of training for the mid-level skills

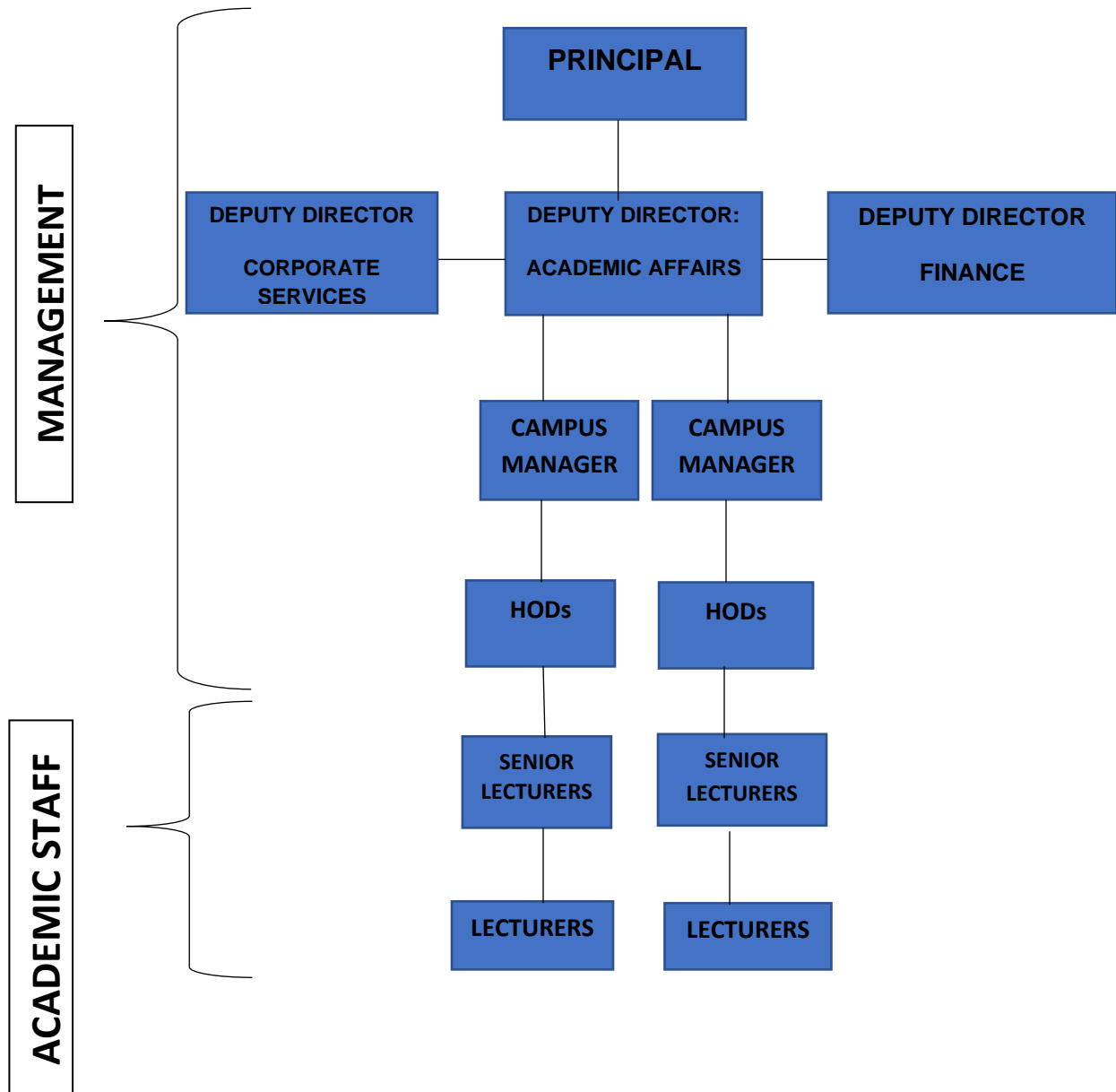
required to develop the South African economy, and tends to concentrate on occupations in the engineering and constructions industries, tourism and hospitality, and general business and management studies. Back in 2002, 152 technical colleges merged into 50 multi-campus institutions and were renamed further education and training (FET) colleges. They were later renamed again as technical and vocational education and training (TVET) colleges. This new name provides a better reflection of their nature and gives a clear picture of their main role in the diversified post-school education and training system (White Paper, 2013).

The history of TVET colleges in South Africa can be traced back to the former technical colleges that provided an alternative route to the education system for all learners who did not complete their secondary schooling. These colleges mainly existed to support the apprentice system due to artisans being constantly required by industry. Students would register for the N1-N3 programmes which were trimester based, and thereafter proceed to register for the N4-N6 certificates which could be converted into a National Diploma after completing their practical work experience (Department of Higher Education and Training, 2012).

2.11 OVERVIEW OF GOLDFIELDS TVET COLLEGE MANAGEMENT STRUCTURE

This section gives an overview of the management structure of the TVET college selected for this study. Figure 2.1 illustrates the organogram of management and academic staff.

Figure 2.1: Adapted from Goldfields TVET College Management Structure



The structure in figure 2.1 illustrates the line of reporting: Lecturers report to Senior Lecturers that are referred to as Education Specialists, and the Senior Lecturers are

their immediate supervisors. One Senior Lecturer is responsible for more than one subject. Senior Lecturers report to the HoDs, who are referred to as Senior Education Specialists. HoDs' main responsibility is to ensure that effective teaching and learning takes place within the institution and that lecturers and students receive the necessary support. HoDs report to the Campus Managers whose main role is to oversee the smooth running of the campuses. The Campus Manager reports to the Deputy Director: Academic Affairs who subsequently reports to the Principal of the college.

2.12 SUMMARY

This chapter on literature review focused on the leadership styles of HoDs from empirical research perspectives. The chapter began with defining and contextualising the concept leadership. This was followed by models of HoDs leadership and the types of leadership styles. The review also looked at leadership theories and general views on HoDs. The chapter then concluded with role of an HoD and an overview of the TVET college campuses where the study took place. The next chapter focuses on the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter introduced the reader to the review of the literature which provided theoretical basis for the study. The aim of this chapter is to describe the research design and methodology used for conducting the study. The chapter also highlights the research philosophy employed, namely interpretive paradigm. Interpretive paradigm was considered for this research because of its ability to put forward a view of a situation, analyse it and give insight into the way in which a particular group of people make sense of or experience it (Grossoehme, 2014). Its greatest strength is the wealth and deepness of investigations and descriptions it yields.

The subsequent sections of the chapter address topics such as the demarcation of the study, research approach, data gathering instruments, population and sampling, validity and trustworthiness of instruments and the methods of data analysis used after data collection.

3.2 DEMARCATION OF THE STUDY

The study was conducted in the Lejweleputswa district in the Free State (FS) province. Lejweleputswa is one of the five districts of the FS province of South Africa. It is situated 140 kilometres north-east of Bloemfontein. Currently there are four public TVET colleges in the FS, namely Goldfields, Maluti, Flavius Mareka and Motheo (DHET, 2015).

3.3 OVERVIEW OF LEJWELEPUTSWA DISTRICT MUNICIPALITY

Lejweleputswa District Municipality is located in the mid-western part of the FS province, with an approximate area of around 31930 km². The district borders the North-West province to the north, Fezile Dabi District Municipality to the north-east, and Thabo Mofutsanyana District Municipality to the east. It also borders Mangaung

Metropolitan Municipality and Xhariep District Municipality to the south, and the Northern Cape Province to the west. The municipality consists of 22.9% of the FS province's population which is a downgrade from 26.7% in 1996. The district consists of five local municipalities, namely Matjhabeng, Tokoloho, Tswelopele, Nala and Masilonyana, with about 17 towns.

The district's economy heavily depends on the gold mining sector, a sector that dominates it. The economic activities in the district happen in the primary and tertiary sectors. (Lejweleputswa District Municipality Annual Report 2017-2018).

3.4 THE PHILOSOPHICAL PERSPECTIVE AND PARADIGM OF THE STUDY

Studies in research are constructed on some philosophical assumptions regarding the natural surroundings of the world and how information about the world can be acquired. Saurombe (2014) suggests that these assumptions must be clearly expressed before the study commences so that the readers understand the researcher's position from the onset. According to Creswell (2009), the research process is guided by three major philosophical perspectives, namely Positivist, Interpretive and Critical perspectives. For the purpose of this study, the researcher used interpretive paradigm. The reason and justification for choosing this perspective are outlined.

3.4.1 Constructive/Interpretive paradigm

According to Bowen (2009), constructive or interpretive paradigm depicts the lives of participants in order to understand and interpret meaning. While the positivist paradigm advocates for single truth and single reality, the interpretive paradigm focuses on the holistic viewpoint of the person and the environment which is more compatible with the social discipline. This paradigm offers various explanations and descriptions for people's actions. The researcher believes in multiple realities and, therefore, tried to understand the experiences of the participants from the meaning that they attach. In conducting this research, the researcher used interviews to make sense of the meanings of the participants' world (Ndashe, 2016). This approach required understanding the world in which participants live and work as individuals who are

capable of developing a diverse and wide range of subjective meanings of their own experiences (Creswell, 2009). The researcher felt that she will be able to gain an insight into the leadership styles of HoDs through the experiences of the participants.

3.5 RESEARCH APPROACH

This study follows a qualitative approach. Leedy and Ormrod (2010) describe qualitative research as a research methodology concerned with understanding the process and cultural setting that underlie diverse behavioural patterns and a methodology that is mainly concerned with examining the research participants in their habitual environment. Grosseohme (2014) further defines qualitative research as a methodical collection, organisation and interpretation of a textual data extracted from talk or conversation. These definitions, just like many others (Nieuwenhuis, 2012; Berg, 2007), seem to propose that qualitative research attempts to set up the necessary steps or characteristics of a study well in advance (Maxwell and Loomis, 2002). However, as Maxwell (2012) puts it, in qualitative research, any element of the design may require modification or reconsideration in response to new developments or changes in some other components.

3.5.1 Justification for using a qualitative research

Qualitative research is investigative in nature and becomes very helpful when the researcher does not know the important variables to examine. It is more relevant in cases where a topic, for example, is new or has never been approached using a certain sample or a group under study. It is also relevant in cases where an idea or occurrence needs to be clarified because there is not enough literature covered on it (Chingara, 2018). The qualitative research approach was used in this study because there is insufficient literature on the leadership styles of HoDs, particularly in TVET colleges. Creswell (2012) indicates that the qualitative research approach is useful for gathering useful in-depth knowledge regarding a particular phenomenon. The qualitative approach allowed the researcher to ask general broad questions that enabled the research participants to openly share their experiences.

3.6 RESEARCH DESIGN

A research design is a plan drawn up by the researcher in order to determine which way to go about in conducting research. In this study, a case study design was used since the researcher's intentions was not to generalise the findings, but to explore the phenomenon with a certain specificity, and to interpret the experiences of the participants. Qualitative case study has the ability to provide limitations with regards to the number of people to be interviewed, while at the same time providing reliable data (McMillan and Schumacher, 2010). The case study design enabled the researcher to interview twelve participants in a bounded context of two campuses in one college at the Lejweleputswa district (Creswell, 2012). Case study allowed her to conduct her study in a college context and conduct interviews in a natural setting.

The advantage of using a case study design is that it enables the researcher to fully obtain knowledge and understanding about a particular phenomenon by allowing a case to be researched in depth (Yin, 2003, Merriam, 2008). On the other hand, the disadvantage of case study design is that it does not allow for the outcomes of the study to be generalised to the entire population.

Although the researcher could not generalise the findings of this study, the study aimed to identify the leadership styles of HoDs in TVET colleges by analysing experiences of the participants (Ndashe, 2016). As case study design acknowledges the capacity of human beings to construct and interpret their social world, the method was suitable for the purpose of this study because the researcher intended to investigate what the leadership styles employed by HoDs in TVET colleges are.

3.7 POPULATION AND SAMPLING

According to Morgan and Sklar (2012), a population in general terms refers to all the people that researchers have an interest in studying. However, it is highly not possible to allow all members of the population of interest to take part in the study. As a result, a sample, which is a group of the population, is chosen instead. The sample is smaller than the actual number of people in the study but it is intended to represent the actual population group. Nieuwenhuis (2012) adds that in qualitative research there are no rules for sample size. The sample size that the researcher chooses depends on what the researcher wants to know, the purpose of the enquiry, what is at stake, what will be found useful, what will have credibility, and what can be done with the time and resources available.

A purposive sampling was used to select the participants. Makhanya (2015) indicates that with purposeful sampling method, the researcher can choose a few information-rich, critical cases and this enables the researcher to fully understand the problem. The study comprised twelve participants, four HoDs and eight lecturers. The initial intention was to interview two HoDs per campus, meaning two from the Engineering campus and another two from the Business Studies campus. However, only one HoD from the Engineering campus indicated availability to be interviewed. The researcher then decided to interview three from the Business Studies campus.

Concerning demographics, the intention was to select one male and one female HoD per campus. However, it proved challenging as the Business Studies campus had only male HoDs and the Engineering campus had only one female HoD. Ultimately the researcher was able to involve three male HoDs and one female HoD. HoDs were not selected based on their service history as the researcher noted that in both campuses there was only HoD with a service history of more than 5 years who unfortunately indicated that he will not be available to be interviewed. The rest were all new in their positions with a service history of 2-5 years. The lecturers were selected according to the HoDs they report to. Two lecturers were selected per HoD and this enabled the researcher to corroborate the data gathered from the HoDs.

3.8 DATA COLLECTION METHODS

According to Chingara (2018), data collection is a process of disciplined inquiry through gathering and analysis of data. Generally, the process of identifying the best data collection method is very difficult. The most appropriate method of collecting data depends on the aim of the research and also its advantages and disadvantages. In this study, a semi-structured interview was used to collect data.

3.8.1 Semi-structured interviews

An interview is defined as a two-way interaction in which the interviewer asks the participants questions in order to collect data and to learn about their ideas, beliefs, views and opinions. The main focus of qualitative interview is to view the world through the eyes of the participants (Nieuwenhuis, 2012). According to Seabi (2012), an interview is the most important tool for the collection of data in qualitative research. There are several types of interview structures, but for the purpose of this study a semi-structured interview was used as a data collection method.

Chingara (2018) describes a semi-structured interview as a method which allows the researcher to use his or her own judgement in arranging the questions to be asked. The interviewer has the discretion to ask questions that he considers acceptable, appropriate, necessary and ideal to provide explanations, and further probe in cases where the responses may not be clear or to prompt the participant to provide clarity if needed. Seabi (2012) adds that this type of interview is neither fixed nor fully free and is often viewed as flexible.

Interviews were conducted with the selected HoDs to discover how they perceive their leadership styles. Lecturers who report to those HoDs were also interviewed to obtain their perspective on how they perceive the leadership styles of the HoDs they report to.

The advantages of semi-structured interviews lie in their ability to permit the researcher to seek and investigate profoundly into the particular circumstances. These advantages compel the researcher to not only rely on the interview guide but to investigate deeply. This allows the researcher to either clarify the questions or ask them in another way if they are not clear to the participants (Chingara, 2018).

According to Seabi (2012), the general advantages of using interviews are that they: are easy for the researcher to administer; do not require participants to be able to read and write; allow the interviewer an opportunity to access non-verbal cues that supply broad descriptions; allow the interviewer to pinpoint the participants, unlike with questionnaires and; also give a guarantee that all questions will be covered since the control of the process lies with the interviewer. Du Plessis (2014) further adds that the interviews allow the participants to share their personal experiences; when compared to observations, the interviewer can control the type of information received because the interviewer can ask questions that are specifically meant to extract the information needed. This enabled me to channel my focus on issues relating to the research questions and seek further clarification where it was needed.

Disadvantages of the interview may be that the information provided can be “filtered” either through the views of the interviewer or the participants, or the information provided by participant may be what he or she thinks the researcher would like to hear. Sometimes the mere presence of the interviewer may somehow affect the type of responses that the participants may provide (Du Plessis, 2014). In order to mitigate these limitations, the researcher made the respondents feel comfortable during the interviews and highlighted the confidentiality with regard to the research being conducted.

The researcher used semi-structured interviews with open-ended questions to collect data from the participants. The following research questions as stated in chapter 1 guided this research:

- How do HoDs understand their respective roles?
- How do HoDs perceive their leadership styles?
- How do lecturers perceive leadership styles of HoDs?
- What kind of strategies can be recommended to advance effective leadership of HoDs in TVET colleges?

On agreement and arrangement with the participants, the researcher used a voice recorder to record the responses during the interview sessions. The recorded interactions were used during the data analysis process.

3.9 DATA ANALYSIS

Data analysis is a tool in qualitative research that involves transcribing data, coding, organising and combining it into themes while explaining the experiences of the participants and answering research questions (Cohen *et al.* 2009). Although collecting data by means of interviews involves a lot of effort, it is the most suitable method for a case study. All data gathered during the face-to-face interviews were tape recorded and transcribed *verbatim*. The researcher listened to the interview recordings repeatedly and read and re-read the transcripts before coding started.

The process of data coding and classification involved the breaking down of data into segments and arranging it according to themes. The themes generated represent the thoughts, perceptions, feelings and experiences as expressed by the research participants.

3.10 CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY

According to (Ndashe, 2016), the credibility of a study is guaranteed by means of the scope, depth and richness of the data; the triangulation of data sources as well as how honest and objective is the researcher, while, on the other hand, its trustworthiness depends on aspects such as the neutrality, conformability, dependability, consistency, application and transferability of the research.

For the purpose of this study, the credibility and trustworthiness was confirmed by the standard of the participants' responses. An audio tape recorder was used during the interaction with the participants to ensure the accurate capturing of data.

To ensure the authenticity and credibility of data, member-checking was also done by participants to confirm the accuracy of the interview transcripts (Denscombe, 2010).

3.11 ETHICAL CONSIDERATIONS

During data collection for a qualitative research project, the objective of the researcher is to gather an in-depth account of the phenomenon, which may necessitate the participants to speak about their private experiences. The following ethical issues were taken into consideration when conducting qualitative research, as suggested by Creswell (2012): Informed consent, voluntary participation, right to privacy, maintaining confidentiality and protection from harm. Before commencing with the research, the ethical expectations were adhered to by first obtaining an ethical letter from the University of South Africa's Ethics Committee before seeking permission from the college principal to undertake the research. The researcher remained honest with the participants and did not use any unethical behaviour to trick them into participating in the research (Myers 2009; Creswell 2007). The information shared by the participants was treated as confidential and their names remained anonymous (Myers 2009). Participants were provided with detailed information about the study to enable them to decide whether they wanted to participate in the study or not.

The researcher ensured that informed consent procedures were adhered to by briefing the participants on the nature, purpose, confidentiality and procedure of the study. Pseudonyms were used instead of real names to protect the privacy of the participants. The researcher obtained written consent from the participants before commencing with the study and they retained the right to withdraw from the study if they felt they did not want to continue with the interviews (Creswell 2007).

Punch (1986) points out that, if the researcher is working with the participants with whom a personal relationship exists, there is a greater risk of both moral and ethical dilemma. Merriam (1998) asserts to this by adding that the nature of the ethical problem lies between the relationship that exists between the interviewer and the participants. In this study, the potential for the relationship was there, despite the need to maintain one's distance. The researcher remained aware of this and made formal efforts to avoid potential problems, and the ethical risk was able to be managed.

3.12 CONCLUSION

The chapter outlined the research design and methodology used in this study. It touched on the philosophical perspective and paradigm; it further clarified the research design and the tools that were used to collect data. Issues of ethical consideration, data analysis and credibility and trustworthiness were clarified. The next chapter presents the findings of the research.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The previous chapter introduced the reader to the research design and methodology employed in conducting the study. It gave direction on the tools that were used to collect data and the ethical procedure. This chapter presents analysis of data collected through qualitative semi-structured interviews with HoDs and lecturers of a particular TVET college. The researcher collected chunks of raw data which were then categorised into themes; hence thematic analysis was used to make sense of the data collected. The findings are presented in line with the aim of the study, which was to investigate the leadership styles employed by HoDs at a TVET college in the Lejweleputswa district, FS province.

The main research question which guided this study was:

What type of leadership styles are employed by HoDs in a TVET college in the Lejweleputswa district, Free State Province?

The following were the sub-questions that the participants responded to:

- How do HoDs understand their respective roles?
- How do HoDs perceive their leadership style?
- How do lecturers perceive the leadership styles of HoDs?
- What kinds of strategies are recommended to advance effective leadership of HoDs in TVET colleges?

Sections to follow include the biographical information of the participants followed by analysis and presentation of the findings.

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

Table 4.1 presents the biographical information of participant HoDs. Similarly, Table 4.2 provides biographical information of the lecturers involved.

Table 4.1: Biographical information of Heads of Departments

PARTICIPANTS	PSEUDONYM	GENDER
Head of Department 1	HoD 1	Male
Head of Department 2	HoD 2	Female
Head of Department 3	HoD 3	Male
Head of Department 4	HoD 4	Male

Table 4.2: Biographical information of Lecturers

PARTICIPANTS	PSEUDONYM	GENDER
Lecturer 1	LEC 1	Male
Lecturer 2	LEC 2	Male
Lecturer 3	LEC 3	Female
Lecturer 4	LEC 4	Female
Lecturer 5	LEC 5	Male
Lecturer 6	LEC 6	Male
Lecturer 7	LEC 7	Male
Lecturer 8	LEC 8	Male

4.3 RESEARCH QUESTIONS, INTERVIEW AND GENERATED THEMES

The data collected from the interviews were classified and branded in line with the research question under study. Table 4.3 reflects the research questions and the themes generated, followed by a detailed explanation on the themes given.

Table 4.3 Research questions and themes

RESEARCH QUESTIONS	THEMES
1. How do HoDs understand their respective roles?	4.3.1 Theme 1: The roles of HoDs at the college. 4.3.2 Theme 2: Challenges experienced by HoDs in executing their duties successfully.
2. How do HoDs perceive their leadership styles?	4.3.3 Theme 3: Perceived leadership styles employed by HoDs
3. How do lecturers perceive the leadership styles of HoDs?	4.3.4 Theme 4: Working relations
4. What kinds of strategies are recommended to advance effective leadership of HoDs in TVET colleges	4.3.5 Theme 5: Perceived attributes of an effective leader 4.3.6 Theme 6: Strategies recommended to advance effective leadership of HoDs in TVET colleges

Research question 1: How do HoDs understand their respective roles?

4.3.1 Theme 1: The roles of HoDs at the college

4.3.1.1 PARTICIPANT RESPONSES - HODs

The interviews with the HoDs with regards to their understanding of their roles reveal a common understanding of what their roles are. They indicated that, generally, their roles include monitoring of ICASS and curriculum matters, academic support for both lecturers and students and ensuring that resources are available for the lecturers and students thus resulting in the smooth running of the department. Their roles are broad in nature and cut across academic and student affairs.

HOD 1 described the role of an HoD as an overseer of all activities that takes place at the college with a great emphasis of ensuring the smooth running of the department and ensuring that effective teaching and learning takes place at all times.

“The office of the HoD focuses on academic affairs with priority being the learners and the academics. So the first priority is to make sure that there is academic excellence taking place in the department and the learners are given the opportunity to receive quality education”

HOD 1 further added that:

“So with the focus being on education, obviously curriculum matters are falling under my portfolio in terms of checking that things like the subject syllabus and subject guidelines are implemented according to the department of higher education and training requirements”

HoD 4 emphasised on monitoring as a major function of an HoD, he stressed that their role is to ensure that compliance takes place at all times, from the senior lecturers down to the lecturers.

“The major function that we do is monitoring. We ensure that the senior lecturers perform according to their job descriptions. We also do monitoring of classes, monitoring of ICASS and respond to all the communication from the DHET”

HoD 3 described the roles of an HoD in this way:

“To ensure that everything in the department runs smoothly, that I order stationery for the department and making sure that there are resources”

From these quotes, there seems to be a common understanding amongst the HoDs on what their roles are within an institution. However, it emerged during the interviews that although HoDs receive a job description that outlines what their duties are, the HoDs found themselves performing duties that are outside their scope of work. At times HoDs perform duties that are delegated to them either by senior management or the campus manager.

According to HoD 4:

“After the appointment of the acting campus manager from another unit and him not being familiar with the academic activities, we had to distribute all his duties amongst ourselves”

4.3.1.2 PARTICIPANT RESPONSES – LECTURERS

Lecturers often complain about HoDs not meeting their needs, so the researcher interviewed the lecturers about their understanding of the roles of HoDs at the college to allow her to check if there is a clear understanding from the lecturers' side on what the roles of HoDs are. Looking closely at the comments made by the lecturers, there seems to be a clear understanding of the roles of HoDs within the institution. However, some lecturers also added that there are certain roles that HoDs should be playing that could advance the smooth running of the institution. The lecturers expressed that within their respective departments, they expect total support from the HoDs, especially on matters relating to teaching and learning.

LEC 1 expressed that in his opinion, an HoD in his or her capacity as the head of a department is someone who must provide solutions to issues that lecturers deal with.

“If you go to an HoD as your head of department, she must be able to respond and say we will do one, two or three from my side, but I must mention that sometimes it is very difficult for her to sort things out, small things not even big things”

Additionally, LEC 2 pointed out certain qualities that should be possessed by an HoD. He added that the HoD should act as the lecturers' mouthpiece on voicing out their frustrations to senior management.

"My understanding of an HoD is that she must make decisions. She must be a very good decision maker. She must not be scared to approach management"

Other lecturers indicated that the main role of an HoD is to ensure the smooth running of an institution and provide continuous professional development for the lecturers.

LEC 4 described the role of an HoD in this way:

"To ensure the smooth running of the department and to ensure that the subordinates in the department get adequate training and that the whole department runs as it should. I think mostly play their managerial role in assisting where senior lecturers and lecturers are unable to find solutions and also to be the link between senior management and the subordinates"

Similarly, LEC 7 added that:

"I think it's to keep an eye on the running of the institution itself and also interaction with the lecturers just to hear the views and concerns of the lecturers"

LEC 6 emphasised the creation of a conducive working environment as one element that stands out among the roles of HoDs. He said:

"I would say, that is my expectation...an HoDs role is to ensure that the atmosphere is conducive and to ensure that his/her subordinates are motivated to do their work and from time to time consult with them on the views of those who are in class everyday so that when they make decisions they are able to make well informed decisions "

LEC 5 echoed the same views and said:

"The role of an HoD is to support the staff, I mean the lecturing staff. To give them support so that teaching and learning can be effective. So the aim is not to boss

around, but their main role is actually to support the academic staff so that teaching and learning can improve”

LEC 8 added that the role of HoDs revolves around a lot of planning.

“I think HoDs are responsible for, number one, Teaching and Planning. So it is their role to plan around teaching, which is the main purpose of why we are here. Secondly, they are to ensure that operationally there is synergy in terms of how teaching and learning happens, and the assessments. Number three is also to plan around examination and also I think to control attendance and give guidance and support on curriculum matters”

In a similar view, LEC 3 added:

“I guess to oversee subordinates in terms of HR matters like clock in time, clock off time and also operational matters with regards to classroom management, monitoring of classroom management and monitoring of admin work as well”

The interviews revealed that lecturers are well aware of what the roles of HoDs within the institutions of higher learning, in this case TVET colleges, entail. The main roles which were stressed out include, among others, ensuring the smooth running of the college and that the lecturers are offered support.

Summary of all participants

In response to theme 1, there seemed to be a general agreement from both the participant HoDs and lecturers on the roles of the HoDs at the college. HoDs emphasised that their main role is to monitor ICASS, general curriculum matters and ensure that there is compliance from the lecturers and senior lecturers. Other aspects include overseeing the smooth running of the college and offering academic support to the lecturers. Lecturer participants added that HoDs ensure the smooth running of the institution and that lecturers are offered support in order for effective teaching and learning to take place.

4.3.2 Theme 2: Challenges experienced by HoDs in executing their duties successfully

4.3.2.1 PARTICIPANT RESPONSES - HODs

HoD 1 and HoD 4 highlighted that the main factor that caused challenges for them in executing their duties successfully was that they were never formally inducted after their appointments as HoDs.

HoD 1 indicated that the only thing he received when he was appointed was a job description and no formal training to prepare him for the duties of his office.

“Obviously if you haven’t received a formal handover you come into an office and you are not sure what your responsibilities are. You get a job description but a job description is vague...we also have physical challenges relating to IT/challenges in terms of hardware where sometimes we struggle to perform our duties because of internet connectivity that’s not working/programmes that are not opening. I also have a serious challenge with support in terms of IT and also FETMIS which is a coltech system, the management system that we are using at the college. If the system is down there are certain things that cannot be done timeously and that causes frustrations”

On the same note, HoD 4 added that part of their work included working on the IT system that manages student registration and the general administration of the college and that proved challenging because they were never inducted.

“Because we were not properly inducted, when we started working on coltech which is a system that has all the information of the students, there were some areas which we were not familiar with and as a result we started struggling”

On the other hand, HoD 2 and HoD 3 expressed concern about the lack of resources and support from senior management. They indicated that they always make requisitions on time but the delay is from top management, and the unfortunate part is lecturers end up putting the blame on them.

HoD 2 had this to say:

“The only challenge is that I don’t get whatever it is that I’ve requested on time and it delays my job and also the marks of the students because the college is having a serious problem with costs containment”

HoD 3 also shared the same sentiments. This is what he said:

“When we do requisitions, it takes time for the goods to arrive and sometimes you get a person who’s going on maternity and you need a replacement, time will go on and you’ll find students being without a lecturer for 2-3 weeks without a replacement”

It also emerged during the interviews with the HoDs that another factor which contributes to the challenges faced by the HoDs in executing their duties successfully is that they are also expected to perform duties outside of their scope.

HoD 4 had this to say:

“Exams were handled by the examination officer, and when she resigned we started performing duties that were performed by her, and that is why we struggled a lot. Another challenge was the appointment of the acting campus manager from another unit, when he was appointed, he was not familiar with the academic activities and as a result we had to distribute all his duties amongst ourselves and we found ourselves struggling because we were not familiar with some of the duties”

Summary of all participants

The participant HoDs shared the same challenges that act as hindrances to successfully executing their duties. The challenges branched from HoDs not being properly inducted, to lack of support with IT issues and resources from senior management. The interview further revealed that all four HoDs that participated in this study were all newly appointed and them not receiving the necessary induction negatively impacted their work, particularly because they were expected to provide answers to the lecturers on things that they themselves had no knowledge of.

Research question 2: How do HoDs perceive their leadership styles?

Research question 3: How do lecturers perceive the leadership styles of HoDs?

4.3.3 Theme 3: Perceived leadership styles employed by HoDs

4.3.3.1 PARTICIPANT RESPONSES - HODs

The position of an HoD is demanding and usually means making decisions that best suit the situation that one is faced with. HoDs were asked about the type of leadership style they seem to be using or associated with, different leadership styles emerged from their responses, but three of the four HoDs believed that their approach is more mixed and situational in nature with a greater part being on democratic style.

HoD 1 indicated that he would like to regard himself as a democratic leader but that would not be giving a total reflection because, as a leader, he is often faced with challenging situations and as a result applies a style that would be best suited for the situation at hand, but over and above he indicated that he is more democratic in leading his department.

“In my case it’s more of a mixed leadership because if you just stick to one type of leadership style and you look at maybe democratic leadership style where you involve everybody in every decision that you are taking, you are not going to get anywhere”

He further added that:

“I’d say try and be 70 or 80% democratic in terms of your approach in leading but the remainder you’ll have to be more assertive in terms of your approach in leading and this makes people unpopular but unfortunately it is what it is”

HoD 3 alluded to this by adding that no leadership style can work in isolation and his leadership style is determined by the situation that he finds himself in.

“I think I’m more democratic, but I also believe there is no one leadership style that is applicable to all, so I use what we call situational leadership style, depending on the situation”

Similarly, HoD 4 described his leadership style as situational but mostly democratic in nature. He explained that the majority of staff that reports to him are youngsters and for him to remain updated with recent trends, he involves them a lot because he actually learns a lot in return.

“When it comes to the leadership, it’s quite situational in nature. But, personally I’m more democratic in nature than any other style; reason for being democratic is because we deal with young people that are more familiar with the new changes in the education sector”

Contrary to what the latter three HoDs have said; HoD 2 added a new style. HoD 2 highlighted that fortunately in her department she works with people who have extensive experience and some of whom have worked in the industry of their trades before joining the college. So she has absolute faith in them to get the job done even without constantly monitoring them.

“I also let my subordinates lead because they are matured and know what they must do, so I don’t go around after them. I always let them do their job”

From the interviews with the HoDs it became evident that although the HoDs try by all means to be democratic and involve the lecturing staff as much as possible, it is highly unlikely that a leader can practice one leadership style at all times. Sometimes the leader is forced to use the type of style that would be relevant to a situation regardless of whether the lecturers are in favour of it or not.

4.3.3.2 PARTICIPANT RESPONSES - LECTURERS

The interviews with the lecturers on how they perceive the leadership styles employed by their HoDs revealed a lot of similarities with how the HoDs described their leadership styles. Three of the eight lecturers interviewed had this to say:

LEC 3 described the leadership style of her HoD as democratic but she was not satisfied with the treatment the HoD gives to the people reporting to him.

“I want to say, democratic, but it’s flawed so I’d just say democratic with flaws. There’s lack of consistency and I don’t know if it’s personalities or what, but HoDs don’t treat subordinates the same. There’s lack of fairness”

LEC 1 expressed that his HoD brings matters to the attention of subordinates before making the final decision. He explained that in their department their contribution is highly valued.

“I think she’s very democratic, that she knows what is right and what is wrong and she allows us to talk to her, but the time that she spends with us is too limited because of meetings”

Still on the same note, LEC 5 raised a concern that, although his HoD is really approachable and values teamwork, at times he does not know when to be serious.

“My current HoD is friendly, very friendly, but I think he’s more people oriented, sometimes more than task oriented and if he could learn to balance the two then things would be smooth.

Contrary to what the previous lecturers have shared, it turned out that other lecturers were not happy with the leadership of the HoDs they report to. When asked about his HoD’s leadership style, LEC 6 explained that his HoD does not allow inputs from them as subordinates.

“Uhhh...I think I’d say he’s autocratic. Whatever he says must be followed without taking into consideration the conditions that are in class and so on and forth... they just say it’s a directive and therefore you need to do it”

LEC 7 attested to this by adding that his HoD only shares what is expected of them as lecturers and does not allow inputs.

“I’d say it’s more autocratic. There are no opinions that lecturers insert to whatever decisions, they just say “we have decided”

In a similar view, LEC 8 described his HoD’s leadership style as remote. He said:

“I think it’s remote, it’s not engaging at all, and it’s based on give and take. Autocratic would be a strong word but it’s more along those lines because you know when you give instructions and you don’t ask the wellbeing. I think for me it is along those lines though it is a strong word”

From the interviews conducted with the lecturers, it becomes quite evident that the lecturers are not entirely satisfied with the type of leadership styles employed by their HoDs. Even the lecturers who describe the style used by their HoD as democratic also have issues with how the leader practises that leadership style.

From the interviews with the lecturers, the researcher could pick up that most HoDs practise democratic leadership style, but the lecturers are not entirely satisfied with how things are done within their departments. For example, when decisions are taken, especially with how things should be done in class, those decisions are made by management without inputs from the lecturers and as a result the lecturers are impacted negatively. Another aspect is curriculum activities, lecturers are supposed to be involved but they are not. Task dates come from DHET Head Office in Pretoria, which forces lecturers to rush their work in order to meet the deadlines. Lastly, if there are delays that happen at the colleges, when management changes dates, lecturers are not consulted to establish how far they are with the syllabus. That on its own affects the academic performance of students.

The lecturers seemed to be not happy with the way the HoDs that they report to handle matters. One major concern is that lecturers are not afforded the opportunity to voice their opinions on matters that affect them, such as time-table changes, implementation of ICASS documents and task dates.

Summary of all participants

From the interviews with the HoDs, three of them indicated that they are more democratic in leading their departments, but due to the challenges of their offices, they at times use situational leadership style because they face different situations which require them to apply a leadership style that is applicable to solve a situation they are

faced with at a certain point and time. Only one HoD indicated that her style is more laissez-faire because in her department the lecturers are more skilled and do not need constant monitoring. On the other hand, during interviews conducted with the lecturers, some revealed that their HoDs use democratic leadership style, but they are not satisfied because decisions on matters that directly affect them in classes are taken on their behalf and that causes frustrations for them. Contrary to the views shared by some HoDs and lecturers, there are lecturers who indicated that in their departments, HoDs are autocratic and do not accept any form of participation from the subordinates. Generally, it is safe to say the HoDs at this college are democratic.

4.3.4 Theme 4: Working relations

4.3.4.1 PARTICIPANT RESPONSES - HODs

When asked to describe the type of working relationship they have with their subordinates, HoDs shared the same sentiments. They described their relationship with the lecturers as a cordial one.

This is how HoD 4 described his working relationship with subordinates:

“Fortunately in the fundamentals courses, I’m working very well with the people, the senior lecturers and my supervisors”

HoD 1 alluded to this by adding that he has no complaints as the relationship with his peers is quite pleasant.

“In general, I think I’ve got a good working relationship with the peers that I work with especially the people reporting to me”

HoD 2 indicated that in the beginning the relationship was not pleasing as she heads a department that is male dominated and her being younger than the people who report to her did not act in her favour.

“99% of my subordinates are males and they’re old and white, at first it was difficult because they are old and I’m young, but now our friendship so far is good”

Sharing the same view, HoD 1 added that although the relationship is good, at times there were those who would try and challenge him during departmental meetings.

“Even during meetings there will be staff members that will try to challenge your authority but you need to appreciate that you need to work with these people and you don’t need to take things personal and deal with the issue and not the person”

He further added that at times there were certain circumstances that would affect his level of professionalism because of the level of insubordination that he would experience from certain individuals.

“Sometimes it is human that if you are talking about a working relationship, if there’s people that are constantly challenging you the whole time and put you on the spot, that working relationship subconsciously will be affected even if you try by all means not to let matters to affect you”

HoD 4 on the other hand indicated that although he does not have problems with the people he works with, the challenge is when his subordinates (senior lecturers) have problems with the lecturers and he has to intervene.

“My subordinates have challenges with their subordinates so I have to constantly intervene. For instance, when things come late, it’s not in my area, it’s supposed to be handled by the senior lecturer in charge, but the senior lecturer would every now and then come to me to report”

The interpersonal relationship and the work environment as described by the HoDs seemed to be a favorable one although there were problems experienced here and there with regards to the conduct of certain lecturers.

4.3.4.2 PARTICIPANT RESPONSES – LECTURERS

From what the researcher gathered from the interviews, the working relationship between lecturers and HoDs is quite pleasant. There is mutual understanding and respect from both parties.

LEC 1 indicated that he is satisfied with the relationship that they have with their HoD. he described his HoD as someone who's very hand-on and always willing to offer assistance wherever she can.

“Let's say, we never had a problem with our HoD, we bring things to her attention. Our relationship is very good, we bring all our queries immediately to her and we have open discussions”

LEC 3 echoed on the same view, adding that their relationship is more professional than anything.

“I would say its mutual understanding, I think there's just mutual understanding of what is required from my side and if there are any problems we address them”

LEC 5 also attested by describing the relationship as professional. He further explained that in their department they always ensure that if there are any problems, they resolve them.

“It's professional and it's satisfactory for now because we haven't had any quarrels. Whenever I somehow overstep, he is able to confront me as much as I'm able to tell him, I am free with him”

Although LEC 8 pointed out that their relationship is professional, he raised concerns about the lack of academic support from their HoD. He pointed out that the HoD only approaches them if they have to submit something.

“I think it's stable, I wouldn't say its good...its stable and based on professionalism. I'm saying it could get better because the only time we get to sit down is when we are asked to submit something. He never comes and asks how I am or offer support during

the academic year to say what is it that you struggling with, what can I do to support you or do you have any suggestions or inputs”

In contrast, it emerged during the interviews that although some lecturers are quite satisfied with the relationship they have with their HoDs, the situation for some is very bad. LEC 6 pointed out that the relationship between him and his HoD is bad. He explained that it becomes hard for a subordinate to approach his head for advice when you do not trust his judgement.

“The lecturer laughed first and said...it’s bad, I believe if you are a leader and those that are following you don’t trust you it becomes a little bit difficult to really adhere to the decisions of the HoD or even sometimes just to consult the HoD on your challenges in class because you feel you cannot trust him”

On the other hand, LEC 7 indicated that he has no relationship with his HoD. He said:

“I would say, there’s no relationship between me and the HoD because all I do is just take my registers to him, that’s it, so there’s nothing much. I just see the HoD during the briefing so there’s no interaction between the HoDs and the lecturers”

Generally, there seems to be a positive working relationship between lecturers and HoDs, lecturers are able to address whatever dissatisfactions they have with their HoDs. However, there are some instances where the lecturers were not pleased with the working relations of their superiors.

Summary of all participants

The interviews conducted with the lecturers and the HoDs revealed that generally the working relationship is good; lecturers indicated that they were quite pleased with the level of professionalism that is maintained within their departments. On the other hand one raised a concern about his lack of trust in his HoD which in turn has affected their relationship. HoDs also expressed satisfaction regarding their working relations with staff members although at times there would be those few individuals who would try and challenge them in meetings.

Research question 4: What kinds of strategies can be recommended to advance effective leadership of HoDs in TVET colleges?

4.3.5 Theme 5: Perceived attributes of an effective leader

4.3.5.1 PARTICIPANT RESPONSES – HODs and LECTURERS

The HoDs and lecturers who participated in the study generated attributes that they feel could contribute to an effective leader, the attributes included, among others, good communication, consistency and fairness.

HoD 1 mentioned composure and respect for cultural differences. He said:

“Well uhmm...I think one of the things that I’ve learned is to be composed, when I say composed, in our environment, you need to be able to portray yourself as a person that is cool, calm and collected. You cannot be emotional about matters. I think also you need to respect other people in terms of the difference in culture and background. We have different view point”

HoD 2 added the following attributes:

“I think you must lead by example and also be consistent, don’t favor and also, whatever it is that you are doing must be related to the policy of the college”

LEC 3 shared the same sentiments as HoD 2. She added:

“Fairness and Consistency”

HoD 3 stressed the successful implementation of the four managerial practices as one of the attributes. He said:

“An effective leader is a leader who doesn’t waste time, the one who does the four functions successfully. Namely: Planning, Leading, Organising and Controlling”

HoD 4 also added the following attributes:

“There are a number of attributes that I would say are very effective when it comes to leadership, the first one is communication skills. The second one is humility, you must

be firm but you don't have to be arrogant, be firm and apply rules equally to everybody, don't show favoritism and lastly presentation skill because when you go out it's not a matter of preparing a slide but the excellence of preparing and giving the message"

LEC 4 alluded to this by saying:

"He must be a good communicator; I prefer open-door policy. He must be fair and consistent because everybody must be treated equally"

LEC 8 shared the same sentiments. He said:

"Number one is communication; you must be a good communicator at all times. Number two; offering support. People need to know that they can come to you for anything whenever they need help. Number three; you need to lead by example in terms of punctuality, when you say you will do something, you must do it on time just like you promised and, I think also planning and controlling"

Furthermore, LEC 6 added important factors like listening and getting to know the people you lead. In his words, he said:

"...somebody who's able to listen, also have basic information on the type of people that he/she is leading and I would also say we expect HoDs to play a defending role when he realizes that his subordinates are under pressure with work and be able to negotiate some sort of settlement with those who are in higher positions"

Summary of all the participants

Looking closely at the comments made by the participants, that is, HoDs and lecturers, one is aware that the biggest attributes that seem to be lacking were communication, consistency and fairness. There were no open channels of communication between management and staff on matters that are of mutual interest and the lack of consistency on the treatment received by staff members. Table 4.4 below summarises attributes of an effective leader that the participants shared with the researcher.

Table 4.4 Perceived attributes of an effective leader that emanated from the interviews with the lecturers and HoDs.

Participants	Perceived Attributes
HoD 1	<ul style="list-style-type: none"> • Being composed • Respect for differences in culture and background
HoD 2	<ul style="list-style-type: none"> • Consistency • No favouritism • Adherence to policy
LEC 3	<ul style="list-style-type: none"> • Fairness • Consistency
HoD 4	<ul style="list-style-type: none"> • Communication skills • Humility • Presentation skills
LEC 4	<ul style="list-style-type: none"> • Good communicator • Fairness • Consistency
LEC 6	<ul style="list-style-type: none"> • Good listener • Knowledge of the people you lead • Defender

4.3.6 Theme 6: Strategies that can be recommended to advance effective leadership of HoDs in TVET colleges

4.3.6.1 PARTICIPANT RESPONSES – HODs AND LECTURERS

To some degree there are commonalities in terms of strategies suggested by HoDs and lecturers that might have a positive influence on the leadership of HoDs in TVET colleges. The suggested strategies include, among others, people skills, establishing

proper communication channels and involvement of lecturers in planning academic activities.

HoD 1 stressed that in their line of work they deal with people more than anything, and he raised a concern that their people skills are lacking and at times they are not really certain whether the approach that they use in dealing with staff is the correct one.

“Well I think as HoDs, people skills need to be improved. When I say people skills it’s because this position is moving away from administrative work to dealing with staff and students all the time so if you have better people skills then it will make your job a lot easier towards what you want to achieve within your department”

Sharing the same view, LEC 5 added the HoDs lack empathy and at times they make decisions without putting themselves in the shoes of those they lead. He expressed that at times one needs to unearth the human element when dealing with people.

“There should be something that has never happened which I believe should be happening, our leaders must be educated on things that are psychologically based because in most cases they are way too deep, there are things that you can actually misinterpret and you end up taking the wrong route, so they must actually be taught about human beings in general”

Additionally, HoD 1 further stated that:

“As an HoD you almost need to become a father figure or a psychologist or a psychiatrist, so you need to have certain skills to deal with certain aspects, so I think we need a lot of development as HoDs on how to deal with students, how to recognise students with problems, how to deal with staff, how to recognise staff with problems because I think we are being taught a lot of the theory in terms of management and leading but we are not taught on taking that theory and properly implement it”

One aspect that the HoDs and lecturers seemed to agree on towards advancing effective leadership of HoDs is the establishment of proper communication channels within the institution. Lecturers felt that they should be involved in the decision-making

processes because, at the end of the day, management make decisions on their behalf, which in turn affect them.

LEC 7 added that HoDs need to involve staff members more before they can make decisions. She stressed that at times decisions are made without proper consultations and that leads to tensions in the workplace.

“I think what’s important is, like I said, hearing different views and different points so that the best decision that you take is based on research that is made because there’s no point in making decisions at the spur of the moment without decisively thinking of the consequences or what are some of the views of the people working under you. I think that is one of the reasons sometimes where now there are differences between management and staff because decisions are made and people are not included”

Similarly, LEC 8 added that communication channels should be open at all times and proper consultation be made before decisions are taken.

“Number one, like I said, which they are slacking on is consultation. There must be consultation, we must feel that our contribution and our inputs are acknowledged though they will not all be embraced but we need to understand that that we can always go if we think we have something to offer, but if it is rejected we know if it is rejected it is in good faith because the communication lines are open”

In addition to what the lecturers have said, HoD 3 echoed that it is important to consult the lecturers as it is the only way to convince them into understanding why they expect things to be done in a certain way.

“I think the strategy that I can think of is, HoDs must sit with subordinates, plan with them, show them and convince them that things have to be done in a certain way”

Another key element mentioned by the HoDs is familiarising oneself with the policies of the sector.

HoD 4 had this to say:

“You know the best strategy to advance leadership, preferably I’d say, familiarise yourself with the policies of the department of higher education so that when you speak the policies, you become one with the policies. You have seen me, you have seen the policies, you have heard me, you have heard the department speak through me”

HoD 2 alluded to this and added that the only way to stay in the clear is if they make decisions with the guidance of the policies that govern the sector.

“As an HoD, whatever you do must be related to policy, don’t be emotional”

Another aspect that came into the picture during the interviews with the lecturers was that some HoDs do not have the knowledge of certain trades that they are heading.

According to lecturer 2:

“The position of an HoD from my side requires one to have knowledge of certain trades, some of them they haven’t got the knowledge. I feel that there is a little bit short there, I’m not saying one needs to be qualified in all trades but there must be some knowledge”

Another strategy that came up during the interviews with the lecturers is that the HoDs need to minimise allocating subjects that fall out of the methodologies of the lecturers and create a platform for lecturers to become specialists in the subjects that they teach.

“I think one of the things that they need to do is make sure lecturers specialise, not this thing that you see people crossing on many subjects because in that case there’s not much that you can account on because already some of the lecturers the subjects are imposed on them. So, if we have a system of specialisation it can work on their favor as management”

Some lecturers also mentioned that HoDs need to focus on planning as another strategy that they can use to advance their leadership.

According to LEC 8:

“They need to work around their planning a lot, especially when it comes to other academic events beyond assessments, like when are we supposed to do the IQMS (Integrated Quality Management System) and so on and forth. Those things are only planned on the book but when it comes to the implementation, the implementation is weak”

Furthermore, LEC 6 added that:

“One of the things that i think should happen is something that I’ve always said, that in the beginning of every year or academic year, there must be some kind of get-together with the HoDs, get to know each other, plan the dates so that everybody is happy with the dates. I think the important thing is you should know who you are leading so that they can follow you rather than creating conflict within the department”

Summary of all the participants

The findings suggest that there is still a lot that needs to be done to advance effective leadership of HoDs in TVET colleges. The general feeling from the participants is that HoDs need to consult the lecturers more before making decisions and that there is a dire need for the HoDs to develop their people skills because at times their approach, when dealing with staff and students, is not good.

4.4 SUMMARY

The chapter presented an analysis of the findings in line with the data collected by means of interviews with the HoDs and lecturers. The findings shed light on how the participants perceive the HoDs’ leadership styles. The next chapter provides the reader with the summary of the findings derived, conclusions reached as well as recommendations and suggestions for future research.

CHAPTER 5

SUMMARY, DISCUSSION OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented the findings of the study based on the interviews conducted with the HoDs and lecturers. This chapter presents the summary of the findings, the conclusions reached and the limitations of the study. This is followed by the conclusions from the literature and empirical studies based on the critical research questions that were raised in chapter 1. The chapter ends with recommendations and suggestions for further research.

5.2 SUMMARY OF CHAPTERS

CHAPTER 1

In the first chapter, the background to the study was provided. The research purpose was followed by the main research question and sub-questions. The aim and objectives of the study were provided in detail and were then followed by the limitations and the research approach.

CHAPTER 2

This chapter presented a review of the relevant literature that speaks to the topic under study. The concept of leadership was defined and contextualised, followed by models of HoD leadership. This chapter then presented the different types of leadership styles, leadership theories and the general views on leadership.

CHAPTER 3

In this chapter, the researcher explained the research design and methodology used. A detailed description and justification of the research design and approach, procedure for data collection analysis and issues of ethical consideration were explained.

CHAPTER 4

This chapter presented the research findings from the data gathered, and analysis and interpretation were explored in terms of themes. The purpose of the study was to investigate the leadership styles employed by HoDs. The data collected was discussed in terms of the aims of the study and the research questions.

CHAPTER 5

This last chapter presents a summary and discussions of the research findings supported with the literature review presented in chapter 2. It reaches conclusions and makes recommendations from the findings of the study, and suggestions for future studies are made.

5.3 DISCUSSIONS OF MAJOR FINDINGS

How do HoDs understand their respective roles?

5.3.1. Theme 1: The roles of HoDs at the college

The literature on the role of an HoD in TVET colleges is limited and the role itself is complex, difficult to define and situational. This view is in line with Hoyle (1986) who demonstrated how complex HoD leadership is. TVET colleges HoDs are expected to perform amongst others the following:

- Manage registration of students and student induction procedure in co-operation with other line managers
- Planning of educator work allocation
- Provide guidance on syllabi, curriculum and learning outcomes
- Implement and monitor all policies that impact on learning delivery, including examination and certification of students within the department

The interviews with the HoDs revealed that there is a common understanding of HoDs on what their roles within an institution are. HoDs are responsible for curriculum matters which include the monitoring of ICASS, offering support for both the lecturers and

students which results in the smooth running of the institution. These roles are supported by Ndashe (2016) who argues that the main responsibility of HoDs is to provide guidance and support to all lecturers and senior lecturers in their departments.

HoDs are expected to ensure that there is academic excellence within a department and that subject guidelines and subject syllabus are implemented according to the requirements of the DHET. This finding is in line with Busher and Harris (1999) first dimension which indicates that HoDs translate policies that often come from the department of education to the educators who are expected to implement them.

Although there is a common understanding of the roles of HoDs, one HoD indicated that at some point they found themselves performing the duties of the campus manager because the campus manager was not familiar with the academic activities. Busher and Harris (1999) recognised how complex middle management is. They acknowledged the complexity of HoD leadership and argue that the understanding of that leadership can be accomplished through proper analysis of both head of department role and the culture.

From the interviews with the lecturers, it became evident that lecturers have an understanding of what the roles of HoDs within an institution are. Some lecturers gave an indication that if one is an HoD, they must be able to come up with solutions, make decisions and approach top management with their suggestions, but the HoDs are unable to assist with solutions, even on small things. Busher and Harris (1999) suggest that an HoD advocates for, and negotiates, on behalf of the educators in their department. Hashim and Mohamad *et al.* (2010) add that there is a dire need for organisations to put forward leaders who have the ability to handle all resulting changes and effects on the environment, culture and expectation of staff.

Lecturers indicated that HoDs need to exercise their leadership role by assisting them and the senior lecturers to find solutions. Ndashe (2016) asserts that HoDs' main responsibility is to provide guidance and direction to all lecturers and senior lecturers in their departments.

Other HoDs' roles shared by the lecturers include the creation of a conducive working environment and interaction with the lecturers to hear their views and the concerns, so that when decisions are made, they are made as a collective. This finding is consistent with the second dimension of transformational leadership, *Indivisualised Consideration*, which involves the creation of a conducive and supportive environment where individual differences and needs are taken into consideration and the thoughts of followers are valued (Bass, 1989).

The lecturers felt that the role of an HoD is to ensure that his or her subordinates are motivated to do their work and to give them support so that teaching and learning can be effective. In light of the above view, Kerry (2005) and Fenny (2009) are of the opinion that HoDs are allocated administrative work which involves sharing information between managers and subordinates instead of concentrating on the management of effective teaching and learning. This view is also supported by Potgieter *et al.* (2011) who add that non-instructional activities that do not contribute to effective teaching and learning and increased student performance put pressure to the already overloaded HoDs.

Other aspects that were mentioned during the interview are teaching and planning. The lecturers indicated that the role of HoDs is to plan around teaching and ensure that operationally there is synergy regarding how teaching and learning happen. Shinobu (2012) defines planning as a process of recognising the needs of the college and determining the goals, objectives and resources needed to realise the goals and objectives in order to execute planned tasks.

5.3.2 Theme 2: Challenges experienced by HoDs in executing their duties successfully.

HoDs in TVET colleges are regarded as middle managers and they are expected to effect leadership in areas entrusted to them by either the principal or the campus managers of the TVET colleges.

The interviews with the HoDs revealed that no formal induction was carried out before the assumption of duties and this resulted in challenges that not only affected the departments they were heading, but impacted negatively on the smooth running of the

institution as a whole. This finding is in line with Bowman and Williams (2001) who add that the quality of each department is directly influenced by the HoDs since they are the first line leaders.

The other challenges include the lack of support on IT matters and the lengthy process it takes the college management to approve requisitions made by the HoDs. This delay from top management at times becomes so dire that students are without a lecturer for two to three weeks and that reflects badly on the HoDs as they are regarded as incompetent by the subordinates. Sadeghi and Pihie (2012) suggest that the success of institutions of higher education is highly dependent on the academic departments. It is believed that the achievements of each institution of higher learning are measured by the success of its departments. HoDs have a direct impact on the quality of their departments. This brings the researcher to the conclusion that HoDs play a vital role towards the smooth running of an institution, but without support, it becomes difficult for HoDs to successfully execute their roles.

How do HoDs perceive their leadership styles?

How do lecturers perceive the leadership styles of HoDs?

5.3.3 Theme 3: Perceived leadership styled employed by HoDs

Different leadership styles exist. Each leader practises his or her own preferred style. Methods of effective leaders vary according to the context, the concerned individuals and the desired result. Malek and Mustapha (2014) define a leadership style as the behaviour that is portrayed by a leader while guiding members of an organisation in appropriate directions.

The study revealed that HoDs are not attached to one type of leadership style. They, at times, find themselves choosing a leadership style that will be applicable to the type of situation they find themselves in. Turner and Bolam's (1999) model puts more emphasis on the situational aspect of HoD leadership.

One HoD indicated that he uses mixed leadership styles because if he sticks to one style, he is not going to get anywhere in his department. So, as a manager, as much as

he would like to be democratic and involve everyone in every decision that he takes, he must also be assertive enough in leading, even if it makes him unpopular with his subordinates.

Another HoD indicated that she lets her subordinates lead because they are matured and know what is expected of them, so she does not go after them. This view demonstrates the characteristics of a laissez-faire leadership style which Yukl (1989) describes as applicable in environments where staff members are highly skilled.

One HoD added that he believes that there is no leadership style that is applicable to all situations. This view is in line with Turner and Bolam (1998) who cited Immegant (1998) that effective leaders demonstrate different leadership styles. According to them, effective performance requires a balance between external demand and internal limitations. This is a dynamic that ensures the constant changing of the leadership style.

The researcher came to the conclusion that although HoDs fall under one college, the leadership styles that they employ in leading their departments are not the same. This view is supported by Busher and Harris (1999) who attest that, while certain similarities may be identified, the style of leadership employed by HoDs will differ within the institution and amongst them.

Dhar and Mishra (2001) suggest that the attitude of followers is an essential factor in determining whether a leader is effective or not.

During the interview with the lecturers, the researcher could pick up that the lecturers were not entirely happy with the type of leadership styles that their HoDs seem to be aligned with. Hardman (2011) argues that a leadership style of the HoD may develop an environment that builds or destroys departmental capacity.

One lecturer indicated that his HoD is democratic but with a lot of flaws, because he makes decisions on their behalf, mostly on things that affect them in class. Another lecturer added that their HoD is very democratic but has limited contact with the subordinates because of frequent meetings. Sadeghi and Pihie (2012) assert that,

lately HoDs have limited time to act as academic leaders and the majority of the time is spent on the organisation's administrative affairs. The interviews also revealed that some HoDs are seen as autocratic by their subordinates, that what they say must be followed blindly. Lecturers are sometimes told that it is a directive and therefore they need to do it. Rableen and Saloni (2017) attest that autocratic leaders pay no attention to the social and emotional being of the group; they have all the control and powers to make decisions on behalf of the group.

5.3.4 Theme 4: Working relations

A healthy and tranquil environment is seen as one where people are allowed to voice their opinions without fear, and such an environment performs well because there is a common understanding that for the institution to succeed, all stakeholders need to be involved.

The participant HoDs described their working relations with their subordinates as conducive. They mentioned that just like with any working environment, there will be disagreements here and there but one has to learn to appreciate the people reporting to him or her and learn not to take matters personally, but to deal with the issue and not the person. Bryne (2011) asserts that if subordinates believe that their voices are dignified and respected, they are likely to accept the outcomes of the process irrespective of how unappealing they might be. This kind of approach requires educational leaders to embrace the benefits of a healthy conflict.

One HoD indicated that at times there will be "those selected individuals who will continuously challenge you and put you on the spot, and that sometimes subconsciously affect you even if you try by all means not to let matters affect you".

A happy educator is considered a better educator and this attitude influences the quality of teaching and learning. If happy educators truly perform better, then it lies with the leaders to create working conditions in which happiness thrives (Shonibu, 2012)

There seemed to be a pleasant working relationship between the lecturers and the HoDs. Lecturers described the relationship between them and HoDs as professional; they indicated that if there are any queries they are able to bring those to the attention of their HoD. It also emerged through the interviews with the lecturers that although their relationship with HoDs is stable, it could get better if HoDs can approach them just to check on their well-being, offer them support during the academic year or even to hear the suggestions of lecturers on matters that are of mutual concern. Jordaan (2008) is of the view that a healthy and tranquil environment is one where everyone is allowed to raise their views without fear. Such an environment performs well because everyone understands that for the organisation to succeed, all stakeholders need to be involved.

Contrary to what other lecturers shared, one lecturer indicated that the relationship between him and his HoD is bad because he does not trust the HoD's leadership capabilities, and as a result, he does not consult the HoD even if he experiences challenges in class. Dubrin (2012) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organisational goals.

What kind of strategies that can be recommended to advance effective leadership of HoDs in TVET colleges?

5.3.5 Theme 5: Perceived attributes of an effective leader

Whetten and Cameron (2011) conducted a survey through which various investigators had desired to identify what particular skills were characteristics of the most effective leaders. The HoDs and lecturers who participated in this study generated perceived attributes that they feel makes an effective leader. From the attributes generated, the participants stressed effective communication and open channels of communication within the institution. Lecturers indicated that the communication channels that currently exist at the college are weak and decisions are made on their behalf on matters that affect them in class. A survey conducted by Brandfog (2012) confirms that the most effective leaders throughout history have been great communicators.

The participants indicated that as a leader, one needs to be fair and consistent in terms of the type of treatment one gives to their subordinates. Lecturers added that their managers need to implement an open-door policy because they need assurance that they can approach managers anytime when they need assistance.

Other attributes raised included the successful implementation of the four managerial practices, namely: planning, leading, organising and controlling. According to Ndashe (2016), HoDs are responsible for management tasks that enable effective teaching and learning. Management purely plans, executes and measures, and this is an on-going and recurring process in colleges.

Lecturers also added that managers need to lead by example, offer them support and get to know the type of people under their supervision. The second dimension of transformational leadership suggests that leaders should treat followers individually and by giving them personal attention (Rableen and Saloni, 2017). Such leaders show compassion, responsiveness and appreciation to the employees' needs and as a result celebrate individual achievements.

5.3.6 Theme 6: Strategies that can be recommended to advance effective leadership of HoDs in TVET colleges

The researcher noted that the lecturers and HoDs are of a common opinion regarding strategies that can be used to advance effective leadership of HoDs in TVET colleges. Sadeghi and Pihie (2012) are of the opinion that despite the significant role played by HoDs, only a limited number of studies have addressed the attributes of successful HoDs.

Some participants raised that HoDs' people skills must be developed, that they need proper training in terms of how to deal with psychological needs of employees and students. Shonibu (2012) describes an empathic manager as someone who is able to make educators feel supported and cared about, influences and renders their unbearable feelings more bearable. This view is also supported by Herbst and Conradie (2011) who suggests that in order to build capacity necessary for top-

performing institutions of higher learning, such leaders are in need of good technical, social and emotional skills.

Others raised the issue of proper consultation and open channels of communication. Lecturers need to feel that their contributions are acknowledged even though they are aware that not all their inputs would be embraced, but knowing that they can always approach their HoDs with suggestions would make them feel more valued. This view is supported by Bass' (2002) *intellectual stimulation*, which involves leaders supporting followers for being creative. Intellectual stimulation emerges where the HoD increase follower awareness of problems and get the lecturers to view challenges from a new outlook. Northouse (2007) adds that the HoD welcomes new ideas from lecturers without criticism and takes risks. HoDs also mentioned extensive knowledge of the DHET policies.

Lecturers further suggested that HoDs need to work a lot around their planning. They have to plan the task dates together with the lecturers and ensure that they develop a system of subject specialisation for lecturers because some lecturers find themselves offering many subjects. In light of this, Ndashe (2016) defines planning as the most crucial management task in a college as it provides purpose and direction.

5.4 SUMMARY

The study revealed that the HoDs of the TVET college where the study was conducted have never received any formal induction before assuming their responsibilities, and as a result were experiencing difficulties with executing certain duties. It also appeared from the findings of the study that although the majority of HoDs practise democratic leadership style, their engagement with lecturers on academic matters is lacking, which results in unsatisfied lecturers. HoDs' requests are not timeously attended to by senior management and this causes frustrations because the delays affect the smooth running of the institution. The level of lecturer involvement in academic matters is limited and results in demoralised lecturers as decisions are taken on their behalf. Expectations of HoDs and lecturers have been identified, especially in areas like channels of communications and participation in decision-making.

5.5 RECOMMENDATIONS

- DHET should develop a standardised induction tool that will be incorporated with the internal induction tool developed by the colleges at a college level to assist with the effective induction of HoDs.
- The college needs to create a platform that allows for lecturer involvement especially on academic matters.
- DHET should design tailor-made workshops for HoDs to address leadership styles that have been proven to be effective in leading institutions of learning.
- The participant HoDs in this study are all new in their positions and need in-depth training on the four management functions, namely Planning, Leading, Organising and Coordinating.
- HoDs at this college are not allocated periods on the timetable, which makes it difficult for them to capacitate the lecturers on subjects they are heading, so it is recommended that HoDs should go back to class for them to remain relevant on teaching and learning aspects.
- Colleges should consider organising team building workshops for managers and staff in order to boost morale and assist in the creation of a tranquil working environment.
- Due to the nature of the HoDs' job, the researcher recommends that DHET officials should do constant monitoring at campuses to identify areas of weaknesses and possibly come with suggestions on how they can be addressed.
- HoDs also need extensive and continuous training on policies that govern the TVET sector.

5.6 LIMITATIONS OF THE STUDY

Makanya (2015) indicates that with case study design, the researcher cannot generalise the findings of the study using a larger population because it allows only the use of smaller samples. This study focused, on a small scale that involves only two campuses, and as a result, the findings do not allow generalisation beyond the context of this study

because the collected data present the perceptions of four HoDs and eight lecturers of the selected college.

5.7 DELIMITATION OF THE STUDY

This study involved only four HoDs and eight lecturers from two campuses of one college. Non-academic HoDs were not involved in this study. The study focused on getting a deeper understanding of the leadership styles employed by HoDs according to the participants.

5.8 FUTURE RESEARCH

- The study focused on the leadership styles employed by HoDs in the selected TVET college. Further research is needed on whether service experience has an impact on HoDs' choice of leadership styles.
- A further study on the HoDs' level of involvement in the decision-making processes within the college as middle managers.

5.9 CONCLUSION

The chapter presented a summary of the findings as suggested in the previous chapter. Recommendations and suggestions for future research are also made.

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ANNEXURE A



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT GOLDFIELDS TVET COLLEGE

Title of research: **LEADERSHIP STYLES EMPLOYED BY HEADS OF DEPARTMENTS AT A TVET COLLEGE IN THE LEJWELEPUTSWA DISTRICT, FREE STATE PROVINCE.**

22/July/2019

Mr F Mahlangu

Department of Higher Education and Training

057 910 6000

Dear Mr Mahlangu

I, Priscilla Hadiyo Mvimbe am doing research under supervision of S.P Mokoena, a professor in the Department of educational leadership and management towards a master's degree in education at the University of South Africa. We have funding from ETDP Seda and Unisa Bursary for conducting research in TVET Colleges. We are inviting you to participate in a study entitled leadership styles employed by heads of departments at a TVET college in the Lejweleputswa District, Free State province.

The study aims to provide the officials with data concerning the current leadership practices of the HoDs in TVET colleges and how their styles impact on the staff's effectiveness and morale. Furthermore, it is believed that the results of the study can provide guidance to HoDs to re-evaluate their leadership styles in order to create conducive working environment for the people whom they lead.

The purpose of this study is to investigate the roles and leadership styles exhibited by heads of departments as leaders in their own space in the TVET colleges.

Your college has been selected because the researcher is an employee at the institution and believes that the study will benefit the leadership of the college

The study will entail semi-structured interviews with heads of departments and focus group discussions with lecturers.

There are no potential risks in conducting the research since the data collecting will be at the college in a secured vicinity.

There will be no reimbursement or any incentives for participation in the research.

Once the study is finally accepted by the University of South Africa, I will avail myself at your convenience to present the findings of this study.

Thank you very much for your kind consideration on this matter.

Yours sincerely

Priscilla Hadiyo Mvimbe

Master of Education candidate

Department of Educational Leadership and Management

College of Education, University of South Africa

Pretoria, South Africa

ANNEXURE: B

PERMISSION FROM THE PRINCIPAL



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Enquiries: DR RS Radile
Email: dobsradile@goldfieldstvet.edu.za
Contact No: 057 910 6000

By email: phadiyo@gmail.com

16 September 2019

Ms PH Mvimbe
20 Karee Crescent
Flamingo Park
WELKOM
9459

Dear Ms Mvimbe

RE: PERMISSION TO CONDUCT RESEARCH AT GOLDFIELDS TVET COLLEGE

Kindly be advised that permission has been granted for you to conduct research at Goldfields TVET College under the topic ***"Leadership styles employed by heads of departments at Technical and Vocational Education and Training College in the Lejweleputswa district, Free State Province"***.

The condition of this permission is subject to your compliance with ethical research considerations as stipulated in your application (Section 6) as well as non-interference with teaching and learning time/activities at the college.

Goldfields TVET College wishes you success in you studies and would eagerly await to be informed of the outcome of your research.

Yours faithfully


FS MAHLANGU
COLLEGE PRINCIPAL

PRIVATE BAG X 95
WELKOM
9460

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WELKOM CAMPUS
CNR PETRUS BOSCH &
TORONTO ROAD
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TEL: 057 910 1600
FAX: 057 353 2298

ANNEXURE: C



22/July/2019

Title of research: **LEADERSHIP STYLES EMPLOYED BY HEADS OF DEPARTMENTS AT A TVET COLLEGE IN THE LEJWELEPUTSWA DISTRICT, FREE STATE PROVINCE.**

DEAR PROSPECTIVE PARTICIPANT

My name is Priscilla Hadiyo Mvimbe and I am doing research under the supervision of S.P Mokoena, a professor in the Department of educational leadership and management towards a masters' degree in education at the University of South Africa. We have funding from ETDP SETA and Unisa Bursary for conducting research in TVET colleges. We are inviting you to participate in a study entitled leadership styles employed by heads of departments at a TVET college in the Lejweleputswa District, Free State province.

The study aims to provide the officials with data concerning the current leadership practices of the HoDs in TVET colleges and how their styles impact on the staff's effectiveness and morale. Furthermore, it is believed that the results of the study can provide guidance to HoDs to re-evaluate their leadership styles in order to create conducive working environment for the people whom they lead.

You are invited because your participation in this study would contribute meaningfully to the study and benefit all the stakeholders involved. Heads of departments would get a better understanding of how lecturers perceive their leadership styles and lecturers

would get a deeper understanding of the roles of heads of departments within an institution.

I obtained your contact details from the human resource office of the college. The participants will comprise of four heads of departments and eight lecturers.

Data will be collected through semi-structured interviews. The interview would take a maximum of 45 minutes with each head of department and 1 hour per focus group. The interviews will be audio-recorded to facilitate the collection of accurate information and later transcribed for analysis.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

Your participation in this will provide you with two benefits. Firstly, the responses provided by heads of departments will determine the type of leadership styles exhibited by them as managers and how their style in leading affects those who report to them. Secondly, the responses provided by the lecturers will shed light on their experiences under the leadership of heads of departments who exhibit different leadership styles and how their style of leading affects them as subordinates.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Ethical issues of this research are governed by University of South Africa Research Ethical Review Committee.

All information you provide is considered confidential. Your name will not appear in any publication resulting from this study. Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard at the college for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

This study has received written approval from the Research Ethics Review Committee of the, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings, please contact Priscilla Mvimbe on 071 884 1800 or email phadiyo@gmail.com or website. The findings are accessible for five years.

Should you have concerns about the way in which the research has been conducted, you may contact Professor S.P Mokoena, mokoesp@unisa.ac.za, 082 6756155.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Priscilla Hadiyo Mvimbe

ANNEXURE: D



CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview that I will participate in.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

ANNEXURE: E



INTERVIEW SCHEDULES

Interview with HoDs

1. How long have you been in the education sector?
2. In those years, how long have you been an HoD?
3. Which programmes are you responsible for?
4. What are the functions of your office?
5. Were you inducted before assuming your duties?
6. Have you experienced any challenges in executing your duties successfully?
7. Is there any policy on leadership that guides you on effective management?
8. How do you perceive your leadership style?
9. How would you describe the type of working relationship you have with your subordinates?
10. In your opinion, what are the attributes of an effective leader?
11. What kinds of strategies would you recommend to advance effective leadership of HoDs in TVET colleges?

Interview with the lecturers

1. How long have you been a lecturer?
2. In those years, how many HoDs have you reported to?
3. How would you describe the type of working relationship you have with your current HoD?
4. According to you, what are the roles of an HoD within an institution?
5. How do you perceive the leadership style of your HoD?
6. Would you describe the leadership style of your HoD as effective?
7. In your opinion, what are the attributes of an effective leader?
8. Are you in any way involved in the decision-making within your department?
9. What kinds of strategies would you recommend to advance effective leadership of HoDs in TVET colleges?

ANNEXURE F

ETHICS LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/08/14

Ref: **2019/08/14/64105032/27/MC**

Name: Mrs PH Mvimbe

Student No.: 64105032

Dear Mrs Mvimbe

Decision: Ethics Approval from
2019/08/14 to 2022/08/14

Researcher(s): Name: Mrs PH Mvimbe
E-mail address: phadiyo@gmail.com
Telephone: +27 71 884 1800

Supervisor(s): Name: Prof SP Mokoena
E-mail address: mokoesp@unisa.ac.za
Telephone: +27 82 675 6155

Title of research:

**Leadership styles employed by heads of departments at a TVET College in the
Lejweleputswa District, Free-State Province.**

Qualification: M. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/08/14 to 2022/08/14.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/08/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

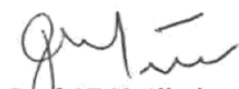


3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2022/08/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

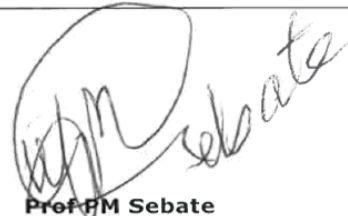
Note:

*The reference number **2019/08/14/64105032/27/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

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